

GRADE 7

TERM 1

TEST BUNDLE

PREVIEW



CAPS ATP
ALIGNED



Grade 7 English HL Term I Test I

QUESTION 1: READING COMPREHENSION

1. Read the following passage and answer the questions that follow.

The Barbary Lion



<https://www.dailymail.co.uk/science/animals/article-37291/Barbary-lion-reintroduction-in-north-africa-is-possible-but-needs-long-term-plan-2016.html>

The Barbary lion, also known as the Atlas lion, once roamed the mountains and deserts of North Africa. This majestic creature was famous for its impressive size and distinctive dark mane, which extended along its belly. Historically, the Barbary lion played a significant role in the culture of the Berber people, who revered it as a symbol of strength and bravery.

These lions were larger than most modern lions, with males weighing between 180 – 270 kilograms. Their thick mane not only protected them during fights but also helped them stay warm in the cooler climates of the Atlas Mountains. Due to habitat loss and excessive hunting, the Barbary lion was driven to extinction by the early 20th century.

The last known wild Barbary lion was shot in the Atlas Mountains in 1922. Some believe that a few individuals may still exist in captivity, descended from lions kept by Moroccan royals. Conservation efforts are underway to protect these lions and possibly reintroduce them into protected areas.

The story of the Barbary lion serves as a reminder of the impact of human activity on wildlife. It highlights the importance of conservation and the need to protect endangered species before it is too late.

1.1. Where did the Barbary lion originally live?

1.2. What was the Barbary lion previously named?

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QUESTION 2: VISUAL TEXT

2. Read and analyse the advertisement below.



2.1. Which company is advertising their product? (1)

2.2. Which model of car is being advertised? (1)

2.3. What is the slogan of this company? (1)

2.4. What is the purpose of this advertisement? (1)

2.5. Where can you book a test drive for this car? (1)

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QUESTION 4: LANGUAGE

4. Answer the language questions.

4.1. Correct the punctuation in the following sentence. (2)

however some believe that a few individuals may still exist in captivity descendants of the lions kept by moroccan royals

4.2. Combine these two sentences using a coordinating conjunction. (1)

The Barbary lion was famous for its impressive size. It had a distinctive dark mane.

4.3. Rewrite the following sentence in the past perfect tense. (2)

"These lions were larger than most modern lions."

4.4. Change the following sentence to passive voice. (1)

Humans drove the Barbary lion to extinction in the wild.

4.5. Rewrite these sentences, using the correct plurals. (3)

a) There were seven car in a row.

b) There were several different model to choose from.

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 12

Dm

Grade 7 English HL Term I Test 2

QUESTION 1: READING COMPREHENSION

1. Read the following passage and answer the questions that follow.

The sun dipped low on the horizon, casting a golden glow over the small coastal village of Coral Bay. Ethan, a 13-year-old boy with a knack for adventure, paddled his wooden canoe near the jagged cliffs, where seabirds circled and called out to the waves below. The ocean was unusually calm, the water reflecting the sky like a mirror.



This was Ethan's favourite time of day, when the world seemed to hold its breath, and the ocean whispered its secrets to those who dared to listen. As he rounded a bend in the cliffs, something caught his eye—a flash of movement near the rocks. At first, he thought it was a fish jumping, but as he paddled closer, his heart sank.

A dolphin was circling frantically, its sleek body glinting in the sunlight. Ethan squinted and saw the problem: a baby dolphin was caught in a discarded fishing net, its tiny fins flailing helplessly.

He knew he had to act fast. "Hang on, little guy," he murmured as he anchored his canoe to the nearest rock. The waves lapped against the boat, but he ignored them. Without a second thought, Ethan slipped into the water.

The icy waves stung his skin, sending a shiver down his spine, but he knew the baby dolphin let out small, squeaky cries as Ethan approached, care it. The net was tangled tightly around its fins and tail, cutting into it.

"Hold still," Ethan whispered, though he knew the dolphin couldn't u. His fingers worked quickly but carefully, pulling at the tough ropes. The dolphin hovered nearby, watching his every move. She nudged him c him to hurry.

Ethan's arms ached, and his hands were raw from the rough netting he muttered, more to himself than the dolphin. Finally, with one last was free. It darted away but quickly returned to circle him, joined b

The dolphins swam around Ethan in what felt like a joyful dance. The against his arm, her smooth skin cool to the touch. Ethan smiled, a his throat. He wasn't sure why, but he felt as though he had been c moment of pure connection with the ocean and its creatures.

Exhausted but exhilarated, Ethan climbed back into his canoe. The s fiery orange ball sinking into the horizon. He sat there for a momen dolphins disappear into the deep blue.

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QUESTION 2: VISUAL TEXT

2. Read and analyse the advertisement below.



2.1. What is the title of the poster? (1)

2.2. List two benefits of marine protected areas mentioned in the poster. (2)

2.3. What image is used to represent marine protected areas? (1)

2.4. How does the poster use visuals to emphasize the importance of protecting marine areas? (1)

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QUESTION 4: LANGUAGE

4. Answer the language questions.

4.1. Identify the nouns in the following sentence. (2)

Marine Protected Areas help to protect endangered species like turtles and coral reefs.

4.2. Circle the adjective in the following sentence. (1)

Marine Protected Areas are essential for the survival of many endangered species.

4.3. Choose the correct verb to complete the sentence. (1)

Marine Protected Areas (is/are) crucial for protecting marine life. _____

4.4. Fill in the blank with the correct preposition. (1)

Marine Protected Areas are important _____ preserving marine ecosystems.

4.5. Replace the underlined noun with a pronoun. (1)

Marine Protected Areas provide protection to the ocean.

4.6. Choose the correct conjunction to complete the sentence. (1)

Marine Protected Areas protect marine life, _____ they also improve the health of oceans.

- a) but
b) and
c) because

4.7. Write the plural form of the following nouns: (2)

- a) Species: _____
b) Net: _____

4.8. Change the following sentence from direct speech to indirect speech. (2)

He said, "Marine Protected Areas are essential for conservation."

4.9. What is the antonym of the word "protect"? (1)

4.10. Fill in the blank with the correct form of the verb. (1)

Marine Protected Areas _____ (help) marine ecosystems thrive.

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 12

Dm

Grade 7 Afrikaans FAL Term I Test I

VRAAG 1: LITERÊRE / NIE -LITERÊRE TEKS [20]

1. Lees die storie en beantwoord die vrae wat volg.

'n Dag in die lewe van 'n Veearts



Elke dag begin vroeg vir die veearts. Sy staan op, eet 'n vinnige ontbyt en maak haar gereed vir die dag. Sy weet nooit wat die dag vir haar sal inhou nie, maar sy is altyd gereed vir enige uitdaging.

Die veearts gaan eerste na die praktyk, waar sy haar dag begin deur die afsprake vir die dag te bekijk. Sy maak seker dat al die nodige toerusting reg is en dat die spreekkamers skoon en gereed is vir die dag se pasiënte.

Haar eerste afspraak is 'n hond wat 'n enting nodig het. Sy ontmoet die eienaar in die wagkamer, stel die hond op sy gemak en gee hom die nodige inspuiting. Die eienaar bedank haar en vertrek.

Die res van die dag gaan sy van die een pasiënt na die volgende, van 'n tot vee en perde. Sy voer operasies uit, behandel siek diere en gee advies oor hoe om hulle troeteldiere gesond te hou.

Teen die einde van die dag is die veearts moeg maar voldaan. Sy weer en hulle geliefde troeteldiere gehelp het en sien uit na 'n rustige aan-

1.1. Wat is die titel van die storie?

1.2. Hoe begin die dag vir die veearts?

1.3. Gee die antoniem vir 'vroeg'.

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VRAAG 4: TAALSTRUKTURE EN KONVENSIËS [20]

4. Antwoord die volgende taal vrae.

4.1. Gee die meervoud en verkleinwoorde vir die volgende: (6)

Woord	Meervoud	Verkleinwoord
Hond		
kat		
leeu		

4.2. Skryf die byvoeglike naamwoord in die sin: "Die groot hond loop vinnig." (1)

4.3. Gee die antoniem vir die onderstreepte woord: (1)

Dit is regtig baie. _____

4.4. Wat is die ontkenningvorm van die volgende sin: (1)

- Die hondjies is nie baie gesond.
- Die honsjies is baie gesond.
- Die hondjies is baie gesond nie.
- Die hondjies is nie baie gesond nie.

4.5. Plaas die volgende woorde in alfabetiese volgorde: kat, hond, olifant, seekoei. (1)

4.6. Skryf die teenwoordige tyd van die werkwoord "gehardloop." (1)

4.7. Skryf die volgende sin in die verlede tyd. (2)

"Ek sit op die stoel."

4.8. Skryf die volgende sin in die toekomstige tyd. (2)

"Ek sit op die stoel."

4.9. Omkring die infinitiewe werkwoord in die volgende sin: (1)

Veeartse geniet dit om operasies uit te voer.

4.10. Benoem die tipe sin wat volg. (1)

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1.13. Wil jy 'n veearts word? Gee 'n rede vir jou antwoord.

VRAAG 2: VISUELE

2. Kyk na die tydskrifvoorbild en beantwoord die vrae.



2.1. Wat is die naam van die tydskrif? (1)

2.2. Wat sien jy eerste in die advertensie raak? Dink visueel. (1)

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- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60

Number of pages: 11

Dm

Grade 7 Afrikaans FAL Term 1 Test 2

VRAAG 1: LITERÊRE / NIE -LITERÊRE TEKS (20)

1. Lees die onderstaande verhaal en antwoord die vrae.**

Johan gaan na die dokter

Johan was al vir 'n paar dae nie lekker nie. Hy het maagpyn gehad en sy liggaam het warm gevoel. Sy ma het besluit om hom na die dokter toe te neem. Die oggend het hulle na die plaaslike kliniek toe gegaan. "Johan, ek sal buite wag. Vul asseblief die vorm in wat ek vir jou gegee het," het sy ma gesê toe hulle daar aankom.



Johan het sy oë geskuif na die lang vorm wat voor hom gelê het. Dit het nie so moeilik gelyk nie, maar hy was nie seker of hy alles reg sou invul nie. Die vorm het vrae gevra oor sy naam, sy adres, sy ouderdom, en of hy al voorheen siek was. Johan het die vrae een vir een beantwoord, maar hy was onseker oor sommige van die mediese terme.



Na 'n paar minute het Johan klaar gemaak en die vorm in die inskrywing kantoor neergesit. Hy het in die wagkamer gesit en gewag vir die dokter om hom te roep. Terwyl hy gewag het, het Johan gedink aan die keer toe hy met sy oma na die dokter toe gegaan het. Hy was toe baie jonger, maar nou was hy groot genoeg om dinge self te doen.

Toe die dokter hom roep, het Johan hom opgestaan en na die dokter het hom vriendelik gegroet en hom gevra om in die stoele te gaan. Die dokter het na sy maag gekyk en ander toetse gedoen. "Dit lyk of jy 'n maaginfeksie het. Dit is nie ernstig nie, maar ek sal 'n voorskrif gee om die pyn te verlig."

Johan het die voorskrif ontvang en die dokter bedank. Hy het na die apteek toe gegaan om die medikasie te kry. Terug by die huis het hy begin neem en al beteer beginwoord.

1.1. Waarom het Johan na die dokter toe gegaan?

1.2. Waar of onwaar. Indien onwaar, korreger die stelling.

Johan se ma het die doktersvorm ingevul.

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MEMO GR 7 AFRIKAANS FAL KW 1 TOETS 2

VRAAG	ANTWOORD	MERKE	LEERDER SE MERK
VRAAG 1: BEGRIPSTOETS			
1.1.	Johan het na die dokter toe gegaan omdat hy maagpyn gehad het en koors gehad het.	2	
1.2.	Onwaar. Johan se ma het vir hom gesê om die vorm self in te vul.	2	
1.3.	Johan het die vorm self ingevul deur die vrae een vir een te beantwoord.	2	
1.4.	Die dokter het Johan gevra hoe hy voel.	1	
1.5.	Die dokter het vir Johan gesê dat hy 'n maaginfeksie het.	1	
1.6.	d) Apteek gegaan om sy medikasie op te haal.	1	
1.7.	Johan het gedink aan die keer toe hy met sy oma na die dokter gegaan het en dat hy nou oud genoeg is om dinge self te doen.	2	
1.8.	gekyk en gedoen	1	
1.9.	Navors, speur Omgee, toesig	2	
1.10.	nie lekker/ onlekker nag	2	
1.11.	a) dag → dae b) vorm → vorms	2	
1.12.	stoel → stoeltjie dokter → doktertjie	2	
		Totaal: _____/20	

VRAAG 2: VISUELE TEKS

2.1.	Nee, Johan het nie die vorm klaar ingevul nie.	1	
2.2.	Hy het nie die jaar waarin hy gebore is, ingevul nie, wat 2012 is. Hy het nie sommige van die velde ingevul nie, soos vorige operasies of die hele afdeling oor sy dokterbesonderhede. Hy het die vorm onderaan nie onderteken nie.	2	
2.3.	b) Skulvis	1	
2.4.	www.drshodwe.com/ info@drshodwestudio.com	1	
2.5.	085 432 6748	1	
2.6.	Nee, daar is geen chroniese toestande nie.	1	
2.7.	Toestande.	1	
2.8.	Vormpie.	1	
2.9.	Die vorm is waarskynlik op hierdie manier opgestel om dit makliker en vinniger vir die gebruiker te maak om die inligting te verstaan en in te vul. 'n Netjiese uitleg help om die inligting duidelik en ordelik te hou, wat die proses doeltreffender maak.	1	

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VRAAG 2: VISUELE TEKS

1. Kyk na die mediese vorm wat Johan ingevul het en

- a) Stoel → _____
b) dokter → _____

MEDIESE VORM

PASIENT INLIGTING	
Naam	Johan Bertha
Gebortedatum	17/5 Mei
Geslag	manlik
Address	
Telefoonnommer	085 432 6748
Epos	

MEDISE GESKIEDENIS	
Allergieë	skulvis
Huidige medikasie	
Vorige operasies	Geen
Chroniese toestande	geen

DOKTER BESONDERHEDE	
Insurance Company	
Versekeringsmaatskappy	
Groepnommer	

TOESTEMMING EN HANDTEKENING

Pasient handtekening
Datum:

Lees die volgende:

Johan is op 17 Mei 2012 gebore en is tans 12 jaar oud. Hy is allergies vir seekos en het al twee vorige operasies ondergaan: sy blindederms is verwyder en hy het 'n operasie aan 'n gebreke skouer gehad. Johan gebruik tans geen medikasie nie.

2.1. Het Johan die vorm klaar ingevul?

(1)

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- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60

Number of pages: 11



Grade 7 Life Orientation Term I Test I

- 1.8. The hormone that triggers physical change in girls during puberty is... (1)
- a) Testosterone
b) Estrogen
c) Endocrine
d) Sebum
- 1.9. Which of the following is NOT a component of emotional health? (1)
- a) Self-awareness
b) Empathy
c) Assertiveness
d) Physical fitness
- 1.10. Which of the following is an example of a healthy relationship boundary? (1)
- a) Allowing a friend to constantly borrow money without repayment.
b) Respecting each other's personal space and belongings
c) Always giving in to a partner's demands to avoid conflict
d) Ignoring a friend's feelings and opinions

1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.	1.9.	1.10.
------	------	------	------	------	------	------	------	------	-------

(10)

QUESTION 2: TRUE OR FALSE (6 MARKS)

2. Say whether the following are true or false. Circle the box

2.1. Peer pressure can have a positive influence on your decisions

True	False
------	-------

2.2. Emotional intelligence is the ability to understand and manage

True	False
------	-------

2.3. Washing your hands regularly is important for maintaining good

True	False
------	-------

2.4. Puberty affects only boys, not girls.

True	False
------	-------

2.5. Cyberbullying only occurs when someone is physically harmed

True	False
------	-------

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2.6. Physical health refers only to the absence of illness

True	False
------	-------

QUESTION 3: FILL IN THE MISSING (10)

3. Fill in the missing words in the sentences below

3.1. _____ your hands with soap and water to help to spread of germs.

3.2. _____ your teeth at least twice a day

3.3. _____ regularly helps cleanse the body

3.4. _____ your mouth when coughing or sneezing to prevent the spread of respiratory viruses.

QUESTION 4: SHORT ANSWERS (25)

4. Answer the following questions.

4.1. List two ways in which you can manage stress effectively. (2)

4.2. Explain why it is important to have good communication skills. (2)

4.3. Scenario: Your friend has been skipping school and seems to be struggling with personal issues. Describe how you would support your friend in this situation. (2)

4.4. Explain why it is important to resist negative peer pressure. (2)

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QUESTION 6: (7 MARKS)

6. Read the following text and answer the questions that follow.

Connie experienced recently that she didn't want to spend as much time with her family as before anymore. Sometimes she gets angry with them because it seems like they don't truly understand her. She is more interested in spending time with her friends than her family. She is more interested in what her friends think about her and how they feel about her. Her parents feel like there is a gap between her and them. In actual fact they do everything they can for her and truly do care about her. They love her with all their heart. Connie recently came home very emotional because her friends discussed her weight. She knows she is slightly overweight but why should she be treated differently? Her parents could see that something was upsetting her. They could reassure her of their unconditional love for her. Connie realised that her family plays an important role in her self-image.



6.1. With who do we usually have our first relationship? (1)

6.2. Why is there a distance between Connie and her family? (1)

6.3. Why do young people take the opinion of their friends so seriously? (1)

6.4. Why does our family play an important role in our self-image? (2)

6.5. Name two strategies that help to improve your self-image. (2)

(7)

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7

- Self-image
- Puberty
- Emotions
- Peer pressure

Test Total: 70
Number of pages: 12



Grade 7 Life Orientation Term I Written Task

SECTION A: BASIC HYGIENE PRINCIPLES AND SELF-IMAGE

QUESTION 1: BASIC HYGIENE PRINCIPALS

1.1 List any five basic hygiene practices that everyone should follow to maintain good health. (5)

- _____
- _____
- _____
- _____
- _____

QUESTION 2: SELF-IMAGE

2.1 Define the term self-image. (2)

2.2 Identify and explain three positive personal qualities that help develop a good relationship with: (3)

- Yourself
- Your family
- Your friends

2.3 Suggest two strategies you can use to enhance your self-image yourself.

2.4 Describe one way you can enhance someone else's self-image for diversity.

MEMORANDUM GR 7 LO TERM I WRITTEN TASK

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: BASIC HYGIENE PRINCIPALS			
1.1.	Any 5 suitable answers: • Wash hands regularly • Bathe or shower daily • Brush teeth twice a day • Keep nails clean • Wash clothes regularly	5	
		Total: ____/5	
QUESTION 2: SELF-IMAGE			
2.1.	Self-image is how you see yourself, including your appearance, abilities, and character.	2	
2.2.	• Yourself: Staying positive about your achievements. • Family: Being kind and supportive. • Friends: Listening to and respecting their opinions.	3	
2.3.	Any 2 suitable answers: • Practicing self-care. • Setting realistic goals. • Speak positively about yourself and avoid self-criticism. • Surround yourself with supportive and encouraging people. • Acknowledge your strengths and work on areas of improvement without judgment. • Take time to pursue hobbies and activities that make you happy. • Practice gratitude by focusing on what you have accomplished and what you value. • Maintain healthy boundaries in relationships to protect your emotional health.	2	
2.4.	By celebrating cultural differences and learning from others' experiences.	2	
		Total: ____/9	
QUESTION 3: CHANGES IN BOYS AND GIRLS			
3.1.	Boys:	2	

SECTION B: PUBERTY AND GEN

QUESTION 3: CHANGES IN B

3.1 Briefly describe two physical changes that occur (2)

- Boys
- Girls

3.2 Name and explain two emotional changes that during puberty.

3.3 Discuss how understanding these changes can

3.4 Suggest two ways to show respect for your own and others' body changes and emotions during this time. (2)

3.5. Read the following text and answer the questions that follow.

Thandi has always been a cheerful and cooperative girl, but lately, her behaviour has changed. She gets frustrated easily, slams doors when she's upset, and argues with her parents over small things. Thandi has also started spending more time alone in her room, saying she needs "space." Her mom noticed that she's been more emotional than usual and often bursts into tears without explaining why.

At school, Thandi's teacher has observed that she's been distracted in class and not completing her homework on time. When her best friend, Zanele, asked what was wrong, Thandi said she feels like no one understands her anymore.



a) What physical and emotional changes during puberty might be causing Thandi to act this way? (2)

- Self-image
- Puberty
- Emotions
- Peer pressure

Test Total: 70
Number of pages: 12



Grade 7 History Term I Test I

SECTION A: THE KINGDOM OF MALI AND TIMBUKTU (25 MARKS)

QUESTION 1

1. Read each sentence say if it is True or False. Tick the correct box. (5)
- 1.1. Sunnu Ali was the most famous ruler of the Kingdom of Mali.
☐ True ☐ False
- 1.2. Timbuktu was the capital city of the Kingdom of Mali.
☐ True ☐ False
- 1.3. Trading was the major economic activity in the Kingdom of Mali.
☐ True ☐ False
- 1.4. Mansa Musa was known for his extravagant pilgrimage to Mecca, during which he distributed so much gold that it cause inflation in Egypt.
☐ True ☐ False
- 1.5. The university of Timbuktu was a renowned centre of learning and scholarship in the medieval world.
☐ True ☐ False

[5]

QUESTION 2: COLUMN MATCH

2. Match the terms in Column A with their correct descriptions in Column B. Only the correct letter in the table below.

Column A	Column B
2.1. Griot	a) Leader of the Mali Empire in the 14th century
2.2. Timbuktu	b) A great centre of Islamic learning
2.3. Mansa Musa	c) A storyteller and keeper of history
2.4. Mecca	d) City visited by Mansa Musa on his pilgrimage
2.5. Gold and salt trade	e) Key to Mali's wealth
2.6. Hajj	f) The gold coin used as a type of currency
2.7. Zakat	g) The pilgrimage to Mecca
2.8. Ducat	h) The process of giving to those less fortunate

2.1.	2.2.	2.3.	2.4.
------	------	------	------

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- The kingdom of Mali and Timbuktu
- Trade across the Sahara Desert

SECTION B: THE TRANSATLANTIC SLAVE TRADE (25 MARKS)

QUESTION 5

- 5.1. Fill in the missing words in the spaces provided. (1)
- a) West Africa had three distinct empires. They were names Mali, Ghana and _____ (1)
- b) Slaves were brought from _____ (1)
- c) Two out of every _____ died before they arrived in America. (1)
- d) Slaves _____ raw goods such as tobacco, cotton and sugar. (1)
- e) Slaves were _____ to show they belonged to an owner. (1)
- 5.2. Explain what the transatlantic slave trade was and how it operated. (3)
- _____
- _____
- _____
- 5.3. Describe how slaves were captured and transported from Africa to the Americas. (3)
- _____
- _____
- _____
- 5.4. What was the Middle passage, and why was it known to be so brutal? (2)
- _____
- _____
- 5.5. How did the transatlantic slave trade affect African societies? (2)
- _____
- _____

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QUESTION 3

3. Have a look at the following two sources and answer the questions below.

Source 1:

Source 1: Excerpt from the journal of

"I reached the city of Timbuktu, which is a large and prosperous learning, with scholars who study mathematics, astronomy, and coming from different parts of Africa."

Source 2: Map of the Kingdom of Mali during



- 3.1. According to the extract, why was Timbuktu important in the 14th century? (2)
- _____
- _____
- 3.2. Identify two subjects that scholars in Timbuktu studied, based on the source. (2)
- _____
- _____
- 3.3. Why do you think scholars from across Africa and beyond gathered in Timbuktu? (2)
- _____
- _____
- 3.4. Name one factor that helped Timbuktu become a major center for trade and learning. (1)
- _____
- _____

[7]

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Test Total: 50
Number of pages: 10



Grade 7 History Term I Test 2

QUESTION 2: COLUMN MATCH

2. Match the items in Column A with their descriptions in Column B. Write the correct letter from Column B in the grid below.

COLUMN A	COLUMN B
2.1. Caravan	a) Major commodity traded
2.2. Camels	b) Groups of traders and goods
2.3. Salt	c) "Ships of the Desert"
2.4. Sahara Desert	d) Exchanged for salt
2.5. Gold	e) Important trade network

2.1.	2.2.	2.3.	2.4.	2.5.
------	------	------	------	------

(1)

SECTION B: THE KINGDOM OF MALI

QUESTION 3: FILL IN THE BLANKS

3. Fill in the blanks.

- 3.1. The Kingdom of Mali was located in _____ Africa. (1)
- 3.2. Mansa Musa's famous pilgrimage to _____ showcased Mali's wealth. (1)
- 3.3. Mali's economy was based on the trade of _____ and ____.
- 3.4. The ruler of Mali during its peak was _____.

QUESTION 4: SHORT ANSWERS

4. Answer the following questions.

- 4.1. Why was Mansa Musa considered a significant figure in the history of Mali?

- 4.2. What role did the Niger River play in the development of Mali?

- 4.3. Define an empire.

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SECTION C: THE CITY OF TIMBUKTU

QUESTION 5:

5. Study the following excerpt from Leo Africanus and examine the map of the Mali Empire.

"In Timbuktu, merchants amass vast wealth. They have thousands of manuscripts, and scholars study. Its markets are bustling, and the mosque is a place of learning. Yet, the harsh desert surrounds the city, and few come and go."



5.1 From the excerpt, list two features that made Timbuktu a significant city in the 14th century.

5.2 Why might scholars and merchants from other parts of Africa and beyond have been drawn to Timbuktu? Provide two reasons. (2)

5.3 Timbuktu thrived despite being surrounded by the harsh desert. What strategies do you think the city might have used to overcome this challenge? (2)

5.4 Imagine you are a merchant traveling to Timbuktu for the first time. What challenges might you face during your journey, and how would you prepare for them? Provide at least two challenges and two preparations. (2)

5.5 Timbuktu is now a UNESCO World Heritage Site. Why do you think preserving Timbuktu is important, not only for Africa but for the world? (2)

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5

MEMORANDUM GR7 HISTORY TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
----------	--------	-------	--------------

QUESTION 1: MULTIPLE CHOICE

1.1.	b) Exchange of goods	1	
1.2.	b) Camels	1	
1.3.	c) Gold	1	
1.4.	b) Use of camels and established trade routes	1	
1.5.	d) All of the above	1	

Total: ____/5

QUESTION 2: COLUMN MATCH

2.1.	b) Groups of traders and goods	1	
2.2.	c) "Ships of the Desert"	1	
2.3.	a) Major commodity traded	1	
2.4.	e) Important trade network	1	
2.5.	d) Exchanged for salt	1	

Total: ____/5

QUESTION 3: FILL IN THE BLANKS

3.1.	West	1	
3.2.	Mecca	1	
3.3.	Gold; salt	2	
3.4.	Mansa Musa	1	

Total: ____/5

QUESTION 4: SHORT ANSWERS

4.1.	Mansa Musa expanded Mali's territory, made a famous pilgrimage to Mecca that displayed Mali's wealth, and supported education and religion by building schools and mosques.	2	
4.2.	The Niger River provided water for agriculture, a transportation route for trade, and connected Mali to other regions.	2	
4.3.	An empire is a group of states or countries that are ruled by one authority, such as an emperor, government or monarch.	2	
4.4.	True	1	
4.5.	He encouraged the people to grow... He started trading kola nuts... He ensured Mali has a strong... He made sure that he had friendly relationships with... Native to the tropical rainforests of Africa. Army to protect and expand the empire. cotton, beans, rice and onions the neighbouring African states & rulers	4	

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8

- The kingdom of Mali and Timbuktu
- Trade across the Sahara Desert

Test Total: 50

Number of pages: 9

Dm

Grade 7 Geography Term I Test I

QUESTION 1: MULTIPLE CHOICE

1. Underline the correct answer.
- 1.1. What is local history? (1)
a) The history of the world
b) The history of a specific area or community
c) The history of ancient civilizations
- 1.2. Which of the following is a source of historical information? (1)
a) Television shows
b) Video games
c) Old photographs
- 1.3. What can you learn from interviewing an older person in your community? (1)
a) Future predictions
b) Stories about the past
c) Science fiction
- 1.4. Objects from the past are called: (1)
a) Documents
b) Artifacts
c) Novels
- 1.5. Which of the following is NOT a type of historical information? (1)
a) Stories
b) Advertisements
c) Objects

QUESTION 2: TRUE OR FALSE

2. Say whether the following are True or False. Write your answer

2.1. Pictures can provide information about what life was like in the

2.2. Written records are not important for understanding local his

2.3. Oral history involves collecting information through stories an

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QUESTION 3: SHORT

3. Answer the following questions.

3.1. Name TWO sources of information you can use local area.

3.2. How can old photographs help us understand

3.3. What is one way to find out about the history of a building in your local area? (1)

3.4. Why is it important to study local history? (1)

3.5. What kind of information can you get from artifacts? (2)

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QUESTION 4: COLUMN MATCH

4. Match the following sources of historical information with what they can tell us. Write your answer in the table below.

Source of information	What it tells us
4.1. Pictures	a) Stories about the past
4.2. Writing	b) Visual details of people/places
4.3. Stories/ Interviews	c) Facts, dates, and events
4.4. Objects	d) Technology and daily life

4.1.	4.2.	4.3.	4.4.
------	------	------	------

(4)

QUESTION 5: WRITING

5. Explain how you would collect information about an old school building in your local area. (4)

(4)
GRAND TOTAL: 25

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4

- Local maps and Street maps
- Sketching maps and explaining routes
- Distance and scale

Test Total: 50
Number of pages: 10



Grade 7 Geography Term I Test 2

- a) Gravitation
- b) Magnetism
- c) Electricity
- d) The sun

[8]

QUESTION 2: COLUMN MATCH

2. Match the terms in Column A with their definitions in Column B. Write your answer (letter a-e only) in the grid below.

COLUMN A		COLUMN B		
2.1. Latitude		a) Shows the relationship between map and real-world distances		
2.2. Longitude		b) Measures distance north or south of the Equator		
2.3. Scale		c) A tool for determining directions		
2.4. Compass directions		d) Measures distance east or west of the Prime Meridian		
2.5. Legend/key		e) Explains the symbols used on a map		
2.1.	2.2.	2.3.	2.4.	2.5.

[5]

QUESTION 3: TRUE OR FALSE

3. Read each statement and say whether it is True or False. Tick correct box.

- 3.1. There are three types of map scales: a line scale, a word scale

True

False
- 3.2. Lines of latitude run from west to east across the globe.

True

False
- 3.3. A street map has two features to help you: grid lines on the map

True

False
- 3.4. The equator is a line of latitude.

True

False
- 3.5. Equidistant means distance from the equator.

True

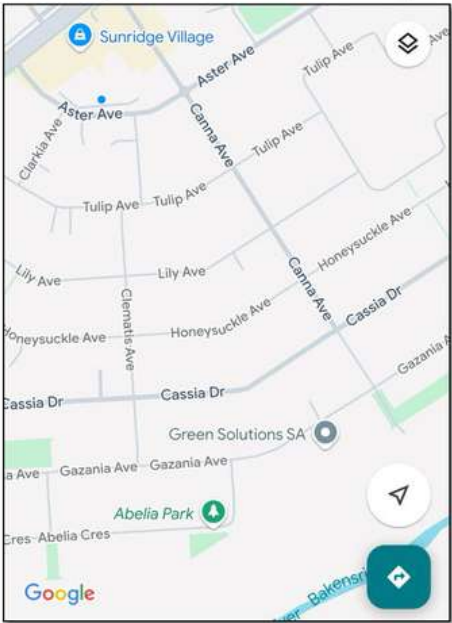
False

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- Local maps and Street maps
- Sketching maps and explaining routes
- Distance and scale

QUESTION 6: MAP SKILLS

6. Imagine that you live on the corner of Canna Avenue and Tulip Avenue. You need to explain to your cousin how to walk from your house to the park. Draw a line of the route on the image as well as the house. Write the steps below on the lines.



[7]

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6

QUESTION 3: SHORT

3. Answer the following questions.
3.1. Name TWO sources of information you can use in your local area.

3.2. How can old photographs help us understand the past?

3.3. What is one way to find out about the history of a building in your local area? (1)

3.4. Why is it important to study local history? (1)

3.5. What kind of information can you get from artifacts? (2)

[7]

Test Total: 50
Number of pages: 11



Grade 7 Natural Science Term I Test I

QUESTION 2: TABLE

2. Complete the following table by filling in the missing categories. All answers must be correct for you to be awarded the mark for one row. One answer has been provided in each column to guide you. (5)

Animal	Name	Vertebrate or invertebrate?	Subsection	Habitat
		Vertebrate		
				Lithosphere
		Vertebrate		
			Insect	
	Sea snail			

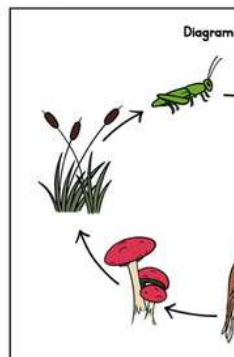
3

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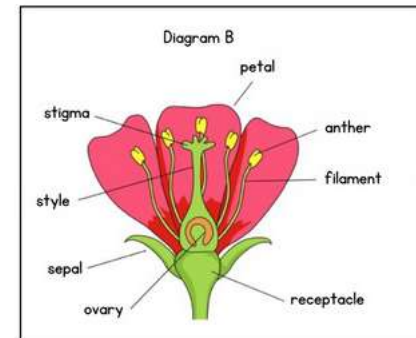
QUESTION 4: DIAG

4. Study the diagrams below to answer the c

4.1 Analyse Diagram A below:



4.2. Review Diagram B below:



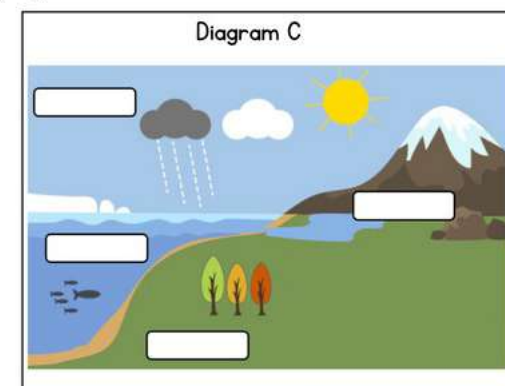
4.2.1. Identify the labelled part in Diagram B that produces pollen.

(1)

4.2.2. Which part of the flower in Diagram B receives pollen during pollination?

(1)

4.3. Study Diagram C below:



<https://teachmean.com/wordpress-content/uploads/2020/04/wordpress-system-diagram.pdf>

e

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- The biosphere
- Biodiversity
- Sexual reproduction

4.1.1. Identify the *primary consumer* in the food chain shown in Diagram A above. (2)

(2)

4.1.2. Name the *producer* in the food chain shown in Diagram A above.

(2)

Test Total: 60

Number of pages: 13

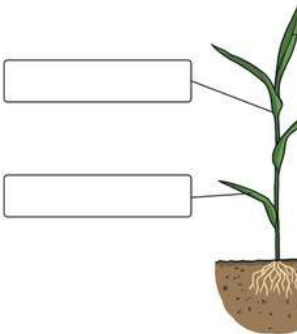
Grade 7 Natural Science Term I Test 2

QUESTION 4: SHORT ANSWERS

4. Answer the following:
- 4.1. Define the term "biosphere" and explain its importance. (2)
- 4.2. List three factors that can affect biodiversity in an ecosystem. (3)
- 4.3. Describe the main differences between sexual reproduction and asexual reproduction. (4)
- 4.4. Why is biodiversity important for the survival of ecosystems? (2)
- 4.5. Look at the picture below. To which group of arthropods does this animal belong? Refer to its body features in your answer.

- a) Type of arthropod: _____
- b) Number of legs: _____
- c) Number of antennae: _____
- d) Body divisions: _____

6.2. Label a monocotyledon plant. Indicate the



QUESTION

- 7.1. Complete the text by filling in the missing words. (4)
- Humans are mammals, which means that biological reproduction requires cells from a male and a female of the species. Male reproductive cells are produced in the a) _____, while female reproductive cells are produced in the b) _____. Sperm travels through the female cervix and the egg has to go through the c) _____. Fertilisation occurs in the uterus/womb. If egg cells are not fertilised, it is released from the female body through a process called d) _____.
- 7.2. Read the paragraph below and use it to provide an example of each of the following terms:
- Mark has a pet dog named Max. Max's mother was a Golden Retriever, and Max's father was a Border Collie. Max has the long fur typical of a Golden Retriever, but his body is lean and agile like a Border Collie. The Border Collie's agility and speed make it excellent for herding sheep, while the Golden Retriever's thick fur helps it stay warm in cold climates.

- a) Give an example from the paragraph of an inherited characteristic. (1)

MEMORANDUM GRADE 7 NS TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: MULTIPLE CHOICE			
1.1.	d) Microsphere	1	
1.2.	a) The variety of living organisms in an area	1	
1.3.	d) Anther	1	
1.4.	b) Frogs	1	
1.5.	c) Absorption of water and nutrients	1	
		Total: _____/5	
QUESTION 2: FILL IN THE BLANKS			
2.1.	Biosphere	1	
2.2.	Pollination	1	
2.3.	Sexual	1	
2.4.	Oxygen	1	
2.5.	Opivorous	1	
		Total: _____/5	
QUESTION 3: COLUMN MATCH			
3.1.	b) Water bodies of the Earth	1	
3.2.	c) Fusion of gametes	1	
3.3.	d) Receives pollen	1	
3.4.	e) Part of the Earth for life	1	
3.5.	a) A variety of ecosystems.	1	
		Total: _____/5	
QUESTION 4: SHORT ANSWERS			
4.1.	The biosphere is the part of the Earth where life exists, including land, water, and air. It is important because it supports life by providing resources such as air, water, and food.	2	
4.2.	(Any 3 of the following) • Climate change • Pollution • Habitat destruction • Overfishing/ over hunting • Natural disasters	3	
4.3.	• Sexual reproduction involves the fusion of male and female gametes, while asexual reproduction does not.	4	

- The biosphere
- Biodiversity
- Sexual reproduction

Test Total: 60
Number of pages: 11



Grade 7 Mathematics Term I Test I

QUESTION 1: WHOLE NUMBERS

1. Answer the following:

1.1. Place these numbers in ascending order: (1)

254, 494, 240

245, 494, 240

254, 944, 240

245, 944, 240

1.2. Given the numbers: 756 and 435.

a) Give the first 10 multiples for each of these numbers. (2)

b) Give the factors of each of these numbers. (2)

1.3. Round off the following numbers to the nearest: (3)

a) 10: 47, 82, 156 _____

b) 100: 329, 576, 892 _____

c) 1000: 4256, 7892, 12345 _____

1.4. Find the highest common factor (HCF) and lowest common multiple (LCM) of 36. _____

2

QUESTION 3: FRACTIONS

3. Answer the following fractions question

3.1. Change the fractions into decimals and

$$\frac{3}{4}, \frac{1}{2}, \frac{5}{8}$$

3.2. Which fraction is greater $\frac{2}{3}$ or $\frac{3}{5}$? _____

3.3. Simplify the following fractions:

a) $\frac{18}{24} =$

b) $\frac{60}{100} =$

3.4. Calculate the following:

a) $\frac{15}{25} + \frac{16}{30}$

b) $\frac{38}{45} - \frac{17}{60}$

4

QUESTION 5: WORD PROBLEMS

5. Instructions: Solve the following problems and write your answers in the space provided.

5.1. Sarah is baking cookies, and the recipe calls for $\frac{3}{4}$ cup of sugar. If she wants to make 2.5 times the recipe, how much sugar does she need? (2)

5.2. If a car travels 240 km in 4 hours, what is its speed in km/h? Express your answer in the form of a ratio. (2)

5.3. Calculate 15% of 240. (2)

16]
TOTAL: 60 MARKS

7

- Whole numbers
- Addition and Subtraction
- Fractions
- Decimals
- Word problems

Test Total: 60

Number of pages: 11

Dm

Grade 7 Mathematics Term I Test 2

3.3. HiFi corporation has a laptop for sale for R25 000. When the new model launched, the price of the laptop dropped to R19 000. What is the percentage decrease for the price of this laptop? (3)



[9]

QUESTION 4: DECIMALS

4.1. Round off the following numbers to 1 decimal place: (2)

- a) 1.571 = _____
b) 2.334 = _____

4.2. Convert these fractions into decimals. (8)

a) $\frac{1}{25}$

b) $\frac{5}{8}$

c) $\frac{17}{125}$

d) $\frac{15}{20}$

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QUESTION 1: WHOLE NUMBERS

1. Answer the following questions.

1.1. Round the following numbers to the nearest

- a) 2.746 _____
b) 4.581 _____
c) 9.677 _____

1.2. Look at these two numbers: 56 and 84

- a) List the prime factors for each of the numbers.
56: _____
84: _____
b) What is the highest common factor?

c) What is the lowest common multiple?

QUESTION 2: WHOLE NUMBERS CONTINUED

2. Solve these sums:

2.1. $127\ 169 + 642\ 970$ (3)

2.2. $786\ 052 - 218\ 820$ (3)

2.3. $4\ 359 \times 29$ (4)

2.4. $94\ 245 \div 74$ (4)

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2

MEMORANDUM GR7 MATH TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: WHOLE NUMBERS			
1.1.	a) 2,700 b) 4,600 c) 9,700	3	
1.2.	a) (1 mark) 56: $2 \times 2 \times 2 \times 7$ 84: $2 \times 2 \times 3 \times 7$ b) (1 mark) 28 c) 168	3	
		Total: ____/6	
QUESTION 2: WHOLE NUMBERS CONTINUED			
2.1.	$\begin{array}{r} 127\ 169 \\ + 642\ 970 \\ \hline 770\ 139 \end{array}$	3	
2.2.	$\begin{array}{r} 786\ 052 \\ - 218\ 820 \\ \hline 567\ 232 \end{array}$	3	
2.3.	$\begin{array}{r} 4\ 359 \\ \times 29 \\ \hline 39\ 231 \\ 87\ 180 \\ \hline 126\ 411 \end{array}$	4	
2.4.	$\begin{array}{r} 94\ 245 \\ - 74 \\ \hline 94\ 171 \\ - 192 \\ \hline 93\ 979 \\ - 150 \\ \hline 93\ 829 \\ - 375 \\ \hline 93\ 454 \end{array}$	4	
2.5.	a) (4 marks)	6	

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6

- Whole numbers
- Addition and Subtraction
- Fractions
- Decimals
- Word problems

Test Total: 60
Number of pages: 8

Dm

Grade 7 Economic Management Sciences Term I Test I

QUESTION 2: TRUE OR FALSE

2. Determine whether the following statements are true or false. Place a cross over the correct box.
- 2.1. The history of money dates back to ancient times when people used barter trade. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.2. Needs are things that are necessary for survival, while wants are things we desire but do not need. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.3. Goods are tangible items that can be touched or held, while services are intangible activities. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.4. A business is an organization that sells goods but does not aim to make a profit. (1)
- | | |
|------|-------|
| True | False |
|------|-------|
- 2.5. Entrepreneurs are individuals who start and operate businesses, taking on financial risks in the hope of making a profit. (1)
- | | |
|------|-------|
| True | False |
|------|-------|

[5]

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QUESTION 3: CO

3. Match the words in the left column with the definitions in the right column by writing the corresponding letter in the box below.

Word	Definition
3.1. Profit	a) A person who buys and uses goods and services.
3.2. Consumer	b) The difference between total revenue and the price at which it is sold.
3.3. Needs	c) A legal entity that is separate from its owners and aims to make a profit.
3.4. Business	d) Things that are necessary for survival, such as food, clothing, and shelter.
3.5. Goods	e) The process of exchanging goods and services without using money.
3.6. Barter	f) Tangible items that can be touched or held.
3.7. Services	g) Activities provided by others, such as car repairs.
3.8. Entrepreneur	h) Things we desire but do not need for survival, such as toys, games, and expensive gadgets.
3.9. Wants	i) The desire to own something and the ability to pay for it.
3.10. Demand	j) The quantity of a good or service that consumers are willing and able to buy at a given price.

3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3.8.	3.9.	3.10.
------	------	------	------	------	------	------	------	------	-------

[10]

- History of money
- Needs and wants
- Goods and services
- Inequality and poverty

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4

QUESTION 5: CASE STUDY

5. Read the text below and answer the questions that follow.

Understanding Needs and Wants

Sarah is a Grade 7 learner who loves shopping. She often spends her pocket money on buying new clothes, accessories, and toys. Recently, Sarah's parents noticed that she was spending more money than usual and decided to have a talk with her about distinguishing between her needs and wants.

Sarah's parents explained to her that needs are things that are necessary for survival, such as food, clothing, and shelter. Wants, on the other hand, are things that we desire but do not need for survival, such as toys, games, and expensive gadgets.

Sarah realized that she had been spending most of her money on wants rather than needs. She decided to make a list of her needs and wants to help her prioritize her spending and save money for things that are truly important.

- 5.1. Give 3 examples of needs. (3)
- 5.2. Give 3 examples of wants. (3)
- 5.3. How would you define wants? (2)
- 5.4. Why did Sarah's parents decide to talk to her about needs and wants? (1)
- 5.5. What did Sarah learn from her parents' explanation? (2)
- 5.6. Do you think Sarah enjoyed hearing that she should spend less money on her wants? Give a reason for your answer. (2)

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6

Test Total: 50
Number of pages: 9



Grade 7 Economic Management Sciences Term 1 Test 2

QUESTION 3: COLUMN MATCH

3. Match the words in the left column with their correct definitions in the right column by writing the corresponding letter next to the number. Write your answers in the grid below. (10)

Word	Definition
3.1. Profit	a) A person who buys and uses goods and services.
3.2. Consumer	b) The difference between the cost of making or buying a product and the price at which it is sold.
3.3. Needs	c) A legal entity that is separate from its owners and operates with the goal of making a profit.
3.4. Business	d) Things that are necessary for survival, such as food, clothing, and shelter.
3.5. Goods	e) The process of exchanging goods or services for other goods or services without using money.
3.6. Barter	f) Tangible items that can be touched or held.
3.7. Entrepreneur	g) Activities provided by other people, such as haircuts, medical care, or car repairs.
3.8. Services	h) Things we desire but do not need, such as toys, games, or electronics.
3.9. Wants	i) The desire to own something and the ability to pay for it.
3.10 Demand	j) The quantity of a good or service that consumers are willing and able to buy at a given price.

3.1.	3.2.	3.3.	3.4.	3.5.	3.6.	3.7.	3
------	------	------	------	------	------	------	---

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QUESTION 5: CASE

5. Read the text below and answer the questions.

Understanding Needs and Wants

Sarah is a Grade 7 learner who loves shopping. She is buying new clothes, accessories, and toys. Recently, she was spending more money than usual and decided to distinguish between her needs and wants.

Sarah's parents explained to her that needs are things necessary for survival, such as food, clothing, and shelter. Wants are things we desire but do not need for survival, such as toys and electronics.

Sarah realized that she had been spending most of her money on wants. She decided to make a list of her needs and wants, and save money for things that are truly necessary.

5.1. Give three examples of needs.

5.2. Give three examples of wants. (3)

5.3. How would you define wants? (2)

5.4. Why did Sarah's parents decide to talk to her about needs and wants? (1)

5.5. What did Sarah learn from her parents' explanation? (2)

5.6. Do you think Sarah enjoyed hearing that she should spend less money on her wants? Give a reason for your answer. (2)

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MEMORANDUM G7 EMS T1 TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: MULTIPLE CHOICE			
1.1.	b) Basic infrastructure	1	
1.2.	b) Unlimited time	1	
1.3.	c) Education	1	
1.4.	c) Entertainment	1	
1.5.	c) Entertainment and travel	1	
1.6.	b) Balancing infrastructure, education and healthcare	1	
		Total: ____/6	
QUESTION 2: TRUE OR FALSE			
2.1.	True	1	
2.2.	True	1	
2.3.	True	1	
2.4.	False	1	
2.5.	True	1	
		Total: ____/5	
QUESTION 3: COLUMN MATCH			
3.1.	b) The difference between the cost of making or buying a product and the price at which it is sold.	1	
3.2.	a) A person who buys and uses goods and services.	1	
3.3.	d) Things that are necessary for survival, such as food, clothing, and shelter.	1	
3.4.	c) A legal entity that is separate from its owners and operates with the goal of making a profit.	1	
3.5.	f) Tangible items that can be touched or held.	1	
3.6.	e) The process of exchanging goods or services for other goods or services without using money.	1	
3.7.	i) The desire to own something and the ability to pay for it.	1	
3.8.	g) Activities provided by other people, such as haircuts, medical care, or car repairs.	1	
3.9.	h) Things we desire but do not need, such as toys, games, or electronics.	1	
3.10.	j) The quantity of a good or service that consumers are willing and able to buy at a given price.	1	
		Total: ____/10	
QUESTION 4: FILL IN THE BLANKS			
4.1.	Barter	1	

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8

- History of money
- Needs and wants
- Goods and services
- Inequality and poverty

Test Total: 50
Number of pages: 9



Grade 7 Technology Term I Test I

- A) A tennis player hitting the ball
- B) A wheel barrow
- C) The lid of a suitcase
- D) A pair of scissors

(1 x 7 = 7)

QUESTION 2

2. State which of the following statements are True and which are False. Just write TRUE or FALSE in the space provided after every question.
- 2.1 We cannot use ancient/old Technology in the modern world. (1)

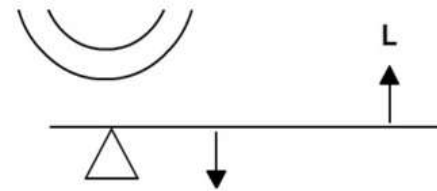
- 2.2 We only communicate the solutions at the end during the design process. (1)

- 2.3 A continuous, thin and faint line is used to show hidden details in graphic communication. (1)

- 2.4 A front view with depth 30° is used when making a 3D oblique projection. (1)

- 2.5 In a 1st class lever system, the pivot/fulcrum is always between the load.

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QUESTION 5: READING COMPREHENSION

5. Read the extract below and answer the questions that follow.

The Impact of Technology on Mechanical Systems and Control

Technology plays a crucial role in our lives, impacting various aspects of society, including mechanical systems and control. Mechanical systems are comprised of simple machines like levers, pulleys, gears, and wheel and axles, which are fundamental in making work easier. These systems are used in everyday objects, from bicycles to cars, and understanding them is vital in grasping the essence of technological advancements. Let's delve into how technology has influenced mechanical systems and control.

The Evolution of Mechanical Systems

Mechanical systems have evolved significantly over time, thanks to technological advancements. For example, the invention of the wheel and axle revolutionized transportation, making it easier to move heavy loads over long distances. Gears, another crucial component of mechanical systems, have enabled us to control the speed and direction of motion in various machines, from clocks to cars.

Impact on Work and Society

The impact of these advancements on work and society cannot be overstated. They have led to increased efficiency and productivity in industries such as manufacturing and transportation. For example, conveyor belts, which are based on the principle of mechanical systems, have streamlined production processes, leading to mass production of goods.

Challenges and Future Prospects

QUESTION 6

6. Answer the following questions briefly and
- 6.1. Explain how a pulley can make it easier to lift a load.



6.2. Describe how a wheel and axle work together.



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7

- Simple mechanisms
- First, second- and third-class levers
- Mechanical advantage
- Pneumatics and hydraulics
- Communication skills

Test Total: 60

Number of pages: 14

Dm

Grade 7 Technology Term I Test 2

QUESTION 1: TRUE OR FALSE

1. Say whether the following statements are true or false. Write your answer in the space provided.
- 1.1. A hammer pulling out a nail is an example of a first-class lever. _____ (1)
- 1.2. A fishing rod works as a second-class lever. _____ (1)
- 1.3. In a second-class lever, the effort is between the fulcrum and the load. _____ (1)
- [3]

QUESTION 2: LABELLING PARTS

2. Label the parts of a lever (fulcrum, load and effort) in the following examples.



- a) Fishing rod:
Fulcrum: _____
Load: _____
Effort: _____
- b) Wheel barrow:
Fulcrum: _____
Load: _____
Effort: _____
- c) Seesaw:
Fulcrum: _____
Load: _____

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Effort: _____

QUESTION 3: IDENTIFYING LEVERS

- 3.1. Identify the lever in each of the following

- a) Pliers b) Stapler



- d) Tongs



- e) Bottle opener



[6]

MEMORANDUM GR7 TECHNOLOGY TERM I TEST 2

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: TRUE OR FALSE			
1.1.	True	1	
1.2.	False	1	
1.3.	False	1	
		Total: ____/3	

QUESTION 2: LABELLING PARTS

2.1.	a) Fishing Rod: (3 marks)	9	
	- Fulcrum: The hand holding the rod near the base. - Load: The fish at the end of the line. - Effort: The hand pulling on the rod.		
	b) Wheelbarrow: (3 marks)		
	- Fulcrum: The wheel (the pivot point). - Load: The contents of the wheelbarrow (e.g., soil). - Effort: The hands lifting the handles.		
	c) Seesaw: (3 marks)		
	- Fulcrum: The center point where the seesaw pivots. - Load: The child sitting on one side. - Effort: The child or person pushing down on the other side.		
		Total: ____/9	

QUESTION 3: IDENTIFYING LEVERS

3.1.	a) Third-class lever	6	
	b) First-class lever		
	c) First-class lever		
	d) Third-class lever		
	e) Second-class lever		
	f) First class lever		
		Total: ____/6	

QUESTION 4: COMPLETE THE TABLE

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- Simple mechanisms
- First, second- and third-class levers
- Mechanical advantage
- Pneumatics and hydraulics
- Communication skills

Test Total: 60

Number of pages: 9

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3

Dm

GRADE 7

Term 2

TEST BUNDLE

PREVIEW

CAPS ATP
ALIGNED

The term 2 test covers term 2 topics and the June test covers both term 1 and 2 topics.



Grade 7 English FAL Term 2 Test

QUESTION 1: READING COMPREHENSION

1. Read the story and answer the questions that follow.

The Rainforest Adventure

Deep in the heart of the Amazon rainforest, a group of explorers embarked on an adventure of a lifetime. Armed with cameras and notebooks, they set out to document the incredible biodiversity of this remarkable ecosystem.



As they trekked through the dense jungle, they encountered a variety of wildlife, from colourful birds to elusive jaguars. The sights and sounds of the rainforest were like nothing they had ever experienced before, and they were in awe of the beauty and complexity of this natural wonder.

One of the most striking features of the rainforest was its towering trees, some reaching heights of over 200 feet. These trees provided homes for countless species of plants and animals, creating a rich and diverse ecosystem that is vital to the health of the planet.

The explorers also learned about the importance of preserving the rainforest. They discovered that deforestation is a major threat to the Amazon, leading to the loss of habitat for many species and contributing to climate change.

Despite the challenges facing the rainforest, the explorers were inspired by its resilience and beauty. They returned from their adventure with a new appreciation for the natural world and a determination to protect it for future generations.

1.1. By reading the title of the story, where do you think the setting is?

1.2. Where did the explorers go on their adventure?

1.3. What does "armed" mean in the following quote from paragraph 2: "Armed with cameras and notebooks, they set out to document the incredible biodiversity of this remarkable ecosystem."

- a) Protected
- b) Equipped
- c) Exposed

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They returned from their adventure with a new world.

1.1. Identify the subject and predicate in the sentence.

The explorers also learned about the importance of the rainforest.

Subject: _____

Predicate: _____

QUESTION 2: VISUAL

2.1. Have a look at the advertisement and answer the questions that follow.



2.1.1. The purpose (reason why the advertisers wrote) of this advertisement is to: (1)

- a) Let the readers know about the product.
- b) Describe the product to the readers.
- c) Encourage readers to buy the product.
- d) Ask for donations.

2.1.2. To whom would this advertisement be directed? (Who do the advertisers want to reach with this advertisement?) (1)

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QUESTION 4: LANGUAGE STRUCTURE AND CONVENTIONS

4.1. Rewrite the sentence below and change the verb into simple present tense. Underline the verb you have changed. (1)

I began with flour.

4.2. Rewrite the following sentence in the simple past tense. (2)

They encounter a variety of wildlife, from colourful birds to elusive jaguars.

4.3. Rewrite the following sentence in direct speech. (2)

The explorers said that deforestation is a major threat to the Amazon.

4.4. Write the plural form of the following words: (2)

a) Leaf → _____

b) Hero → _____

4.5. Complete the table with the correct form of the adjectives: (2)

Strong		Strongest
	Brighter	Brightest
Happy	Happier	
beautiful		Most beautiful

4.6. Actions speak louder than words is an example of a: (1)

- a) simile
- b) homophone
- c) Idiom
- d) None of the above

4.7. Choose the correct homophone: (1)

The cat hurt its (paw / pore) on the sharp rock.

4.8. Identify the finite and auxiliary verbs in the sentence: (2)

She has been studying for the test all day.

Finite verb: _____

Auxiliary verb(s): _____

4.9. Underline the personal pronoun in the sentence: (1)

They went to the zoo on Saturday.

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 11



Grade 7 English FAL June Test

QUESTION 1: READING COMPREHENSION

1. Read the story below and answer the questions.

The Black Seadevil Anglerfish

Deep beneath the ocean's surface, in the dark and cold depths, lives one of the most mysterious creatures of the sea—the Black Seadevil Anglerfish. This deep-sea predator is named after its frightening appearance and its ability to lure prey using a glowing lure attached to its head.



The Black Seadevil has a round, dark body with sharp, needle-like teeth. It is usually small, with females growing up to 18 cm long, while males are much smaller. Unlike most fish, the Black Seadevil does not rely on eyesight to hunt. Instead, it uses bioluminescence, a natural glow, to attract prey in the complete darkness of the deep sea. The lure, known as an esca, dangles from its head and emits light to trick smaller fish into coming closer.

One of the most unusual things about the Black Seadevil is how it reproduces. The tiny male attaches himself to a much larger female by biting into her skin. Over time, his body fuses with hers, and he depends on her for survival, receiving nutrients through their shared bloodstream. In return, the male provides sperm whenever the female is ready to lay eggs. This strange relationship is necessary because finding a mate in the deep ocean is extremely difficult.

The Black Seadevil lives at depths of 600 to 1,500 meters, where no sun. The pressure is intense, and food is scarce, so the fish must be an efficient hunter. It is known for swallowing prey whole, even those nearly its own size.

Scientists still have much to learn about the Black Seadevil, as it is so rare and wild. However, its unique adaptations make it one of the most fascinating creatures in the ocean.

- 1.1. What is the main feature the Black Seadevil uses to attract prey?
- a) Its sharp teeth
 - b) Its glowing lure
 - c) Its large eyes
 - d) Its fast swimming speed
- 1.2. Why do male Black Seadevils attach themselves to females?
- a) To help the female hunt
 - b) To survive in the deep sea
 - c) To fuse with the female and reproduce
 - d) To steal food from the female

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QUESTION 2: VISUAL

2. Look at the newspaper page and answer the questions.

NEWSLETTER

The Ocean

DEEP MY

RARE DEEP-SEA MONSTER SPOTTED

BY JASON HENRY | MARINE SCIENCE CORP.

UNUSUAL SIGHTING OF THE BLACK SEADEVIL ANGLERFISH LEAVES SCIENTISTS AMAZED

Marine biologists were stunned when a Black Seadevil Anglerfish, usually found 600 to 1,500 meters deep, was seen near the ocean's surface near the Canary Islands.

This eerie fish has a round, black body, sharp teeth, and a glowing lure (esca) to attract prey in total darkness. Instead of chasing food, it stays still and lures prey close before attacking. Tiny males fuse to the female, sharing nutrients for reproduction.



SWIMMING TO THE SURFACE

26TH JULY, 2025

PAGE 01

Experts suspect that changing ocean temperatures or currents may have forced the fish to rise. Marine biologist Dr. Rebecca Holmes noted, "This is a rare sighting. Climate change could be affecting deep-sea life."

What's Next?

Scientists are analyzing the footage to understand this unusual event. Conservationists stress the need to protect deep-sea habitats, as these creatures are highly sensitive to environmental changes.

Who knows what other deep-sea mysteries will surface next?

- 2.1. What is the name of the newspaper in the article? (1)
- 2.2. Identify the headline and subheading in the article. (2)
- Headline: _____
- Subheading: _____
- 2.3. Who wrote the article? (1)

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QUESTION 4: LANGUAGE STRUCTURES & CONVENTIONS

4. Answer the following language questions.

- 4.1. Underline the adjective in the sentence below. (1)
- The enormous whale swam gracefully through the deep ocean.
- 4.2. Underline the verb in the sentence below. (1)
- The scientist carefully examined the rare deep-sea fish.
- 4.3. Choose the correct pronoun to complete the sentence. (1)
- Sam and (me / I) went to the marine biology museum.
- 4.4. Rewrite the sentence in the future tense. (1)
- The diver explores the coral reef.
- 4.5. Add the correct punctuation to the sentence below. (2)
- whats the name of that strange fish asked sarah
- 4.6. Rewrite the sentence in indirect speech. (1)
- Mark said, "I love reading about deep-sea creatures."

- 4.7. Identify whether the sentence below is a statement, question, command, or exclamation. Colour in the correct box. (1)

Wow! That anglerfish looks terrifying!

- 4.8. Rewrite the following statement as a question. (1)

The marine biologist studies ocean creatures.

- 4.9. What type of figurative language is used in the sentence below? (1)

The fish's teeth were as sharp as knives.

- a) Metaphor
- b) Simile
- c) Personification
- d) Hyperbole

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9

- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60
Number of pages: 12

Dm

Grade 7 English HL Term 2 Test

QUESTION 1: READING COMPREHENSION

1. Read the following passage and answer the questions that follow.

The Secret Garden

Mary Lennox was a spoiled and disagreeable child, accustomed to the hot and dry landscapes of India. She had always been waited on by servants and had never needed to be kind or friendly. However, when a sudden cholera outbreak took the lives of her parents and the household staff, Mary was left alone. She was sent to England to live with her reclusive uncle, Mr. Archibald Craven, at Misselthwaite Manor, a vast and gloomy estate on the Yorkshire moors.



The change was shocking. The damp, grey weather, the unfamiliar sounds of the wind howling over the moors, and the eerie silence of the grand house made Mary feel isolated and miserable. The few servants she encountered barely spoke to her, and she was left to her own devices.

One day, while exploring the estate, Mary stumbled upon a hidden, walled garden. The garden, once a vibrant and lush sanctuary, was now a tangled mess of weeds and thorns, its beauty long forgotten and abandoned. Curious and determined, she searched for the key and, with the help of an old gardener named Ben, she found it buried beneath some fallen leaves.

Eager to restore the garden to its former glory, Mary enlisted the help of a local boy with an extraordinary ability to communicate with animals, Colin, who had been confined to his bed due to a mysterious illness. At first, Colin believed he was too weak to walk, but as he spent more time in the garden, he discovered a strength he never knew he had.

Together, they worked tirelessly, clearing away the weeds and debris, neglecting plants, and bringing in new ones to breathe life back into the barren patches of earth. The garden, which had once been a place of neglect, became a symbol of hope, healing, and transformation.

As the garden blossomed, so did Mary, Colin, and even the once gloomy and unfriendly Mr. Craven. Colin, once weak and confined, grew stronger and more confident. Even Mr. Craven, upon discovering his remarkable recovery, found joy again. The beauty of the garden mirrored within them, proving that nature had the power to heal not only the body but the soul.

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

QUESTION 4: LANGUAGE

4. Answer the following language questions.

4.1. Rewrite the sentence by changing the gender of the underlined words: (1)

The actor married a prince in the royal palace.

4.2. Underline the demonstrative adjective/s in the sentence: (2)

This book belongs to me, but that one is yours.

4.3. Complete the sentence with a suitable relative adjective: (1)

She wore a dress _____ colour was bright red.

4.4. Rewrite in indirect speech: (2)

Sarah said, "I will visit my grandmother tomorrow."

4.5. Identify whether the sentence is simple or compound: (1)

She completed her homework, and she went to bed.

simple compound

4.6. Provide an antonym for the word "courageous": (1)

4.7. Explain the figurative meaning of the idiom: (1)

He let the cat out of the bag.

4.8. Rewrite the sentence and insert a colon (:) in the correct place: (1)

I have three favourite fruits apples bananas and grapes.

4.9. Circle the preposition of place in the sentence: (1)

The book is on the table.

4.10. Choose the correct numerical adjective: (1)

She finished _____ in the race.

- a) Three
- b) Third

4.11. Change the sentence from active to passive voice: (2)

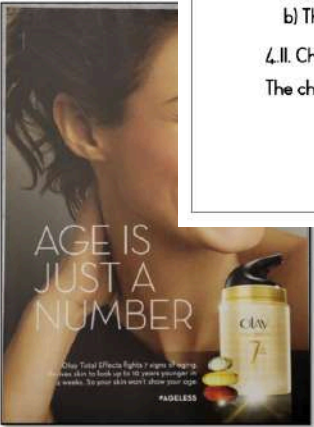
The chef prepared a delicious meal.

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QUESTION 2: VISUAL

2. Have a look at the advert and answer the questions.



2.1. What product is being advertised in the image? (1)

2.2. What is the slogan of the advertisement? (1)

2.3. What visual techniques are used to make the advertisement appealing? Name two. (2)

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Test Total: 60
Number of pages: 10



Grade 7 English HL June Test

QUESTION 1: READING COMPREHENSION

1. Read the story below and answer the questions.

The Black Seadevil Anglerfish

Deep beneath the ocean's surface, in the dark and cold depths, lives one of the most mysterious creatures of the sea—the Black Seadevil Anglerfish. This deep-sea predator is named after its frightening appearance and its ability to lure prey using a glowing lure attached to its head.



The Black Seadevil has a round, dark body with sharp, needle-like teeth. It is usually small, with females growing up to 18 cm long, while males are much smaller. Unlike most fish, the Black Seadevil does not rely on eyesight to hunt. Instead, it uses bioluminescence, a natural glow, to attract prey in the complete darkness of the deep sea. The lure, known as an esca, dangles from its head and emits light to trick smaller fish into coming closer.

One of the most unusual things about the Black Seadevil is how it reproduces. The tiny male attaches himself to a much larger female by biting into her skin. Over time, his body fuses with hers, and he depends on her for survival, receiving nutrients through their shared bloodstream. In return, the male provides sperm whenever the female is ready to lay eggs. This strange relationship is necessary because finding a mate in the deep ocean is extremely difficult.

The Black Seadevil lives at depths of 600 to 1,500 meters, where no : The pressure is intense, and food is scarce, so the fish must be an el It is known for swallowing prey whole, even those nearly its own size.

Scientists still have much to learn about the Black Seadevil, as it is r wild. However, its unique adaptations make it one of the most fasci in the ocean.

- 1.1. What is the main feature the Black Seadevil uses to attract prey?
- Its sharp teeth
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 - Its fast swimming speed
- 1.2. Why do male Black Seadevils attach themselves to females?
- To help the female hunt
 - To survive in the deep sea
 - To fuse with the female and reproduce
 - To steal food from the female

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QUESTION 2: VIS

2. Look at the newspaper page and answ

NEWSLETTER

The Ocean

DEEP MY

RARE DEEP-SEA MONSTER SF

BY JASON HENRY | MARINE SCIENCE CORR

UNUSUAL SIGHTING OF THE BLACK SEADEVIL ANGLERFISH LEAVES SCIENTISTS AMAZED

Marine biologists were stunned when a Black Seadevil Anglerfish, usually found 800 to 1,500 meters deep, was seen near the ocean's surface near the Canary Islands.

This eerie fish has a round, black body, sharp teeth, and a glowing lure (esca) to attract prey in total darkness. Instead of chasing food, it stays still and lures prey close before attacking. Tiny males fuse to the female, sharing nutrients for reproduction.



SWIMMING TO THE SURFACE

25TH JULY, 2025

PAGE 01

2.1. What is the name of the newspaper in the article? (1)

2.2. Identify the headline and subheading in the article. (2)

Headline: _____

Subheading: _____

2.3. Who wrote the article? (1)

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QUESTION 4: LANGUAGE STRUCTURES & CONVENTIONS

4. Answer the following language questions.

4.1. Underline the adjective in the sentence below. (1)

The enormous whale swam gracefully through the deep ocean.

4.2 Underline the verb in the sentence below. (1)

The scientist carefully examined the rare deep-sea fish.

4.3 Choose the correct pronoun to complete the sentence. (1)

Sam and (me / I) went to the marine biology museum.

4.4 Rewrite the sentence in the future tense. (1)

The diver explores the coral reef.

4.5. Add the correct punctuation to the sentence below. (2)

whats the name of that strange fish asked sarah

4.6. Rewrite the sentence in indirect speech. (1)

Mark said, "I love reading about deep-sea creatures."

4.7. Identify whether the sentence below is a statement, question, command, or exclamation. Colour in the correct box. (1)

Wow! That anglerfish looks terrifying!

statement	question	command	exclamation

4.8. Rewrite the following statement as a question. (1)

The marine biologist studies ocean creatures.

4.9. What type of figurative language is used in the sentence below? (1)

The fish's teeth were as sharp as knives.

- Metaphor
- Simile
- Personification
- Hyperbole

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- Reading comprehension (20)
- Visual text (10)
- Summary (10)
- Language structures and conventions (20)

Test Total: 60

Number of pages: 12



Grade 7 Afrikaans FAL Term 2 Test

VRAAG 1: LITERÊRE / NIE-LITERÊRE TEKS (20)

1. Lees die kortverhaal en beantwoord die vrae wat volg.

Die Verdwynende Skooltas



Op 'n oggend soos enige ander het Hendrik sy skooltas gepak en skool toe vertrek. Sy tas was 'n troue metgesel, al het dit al 'n paar stukkie en stukkes. Maar vandag sou iets vreemds gebeur.

Toe die klok lui vir eerste pouse, het Hendrik gesien dat sy tas nie daar was waar hy dit gelos het nie. Hy het die hele klas deursoek, maar daar was geen teken van sy tas nie. Paniek het begin om hom te omvou.

Hy het na die onderwyser gehardloop en haar vertel van sy vermiste tas. Saam het hulle die skool deurgekyk, maar dit was nêrens te vinde. Uiteindelik het hulle by die sekretaresse aangekom, wat 'n tas in die verloorkamer gevind het - 'n tas wat soortgelyk aan Hendrik s'n was, maar met 'n ander naam op.

Toe die tas oopgemaak word, was dit propvol met boeke en hulle was van Hendrik nie. Dit was 'n raaisel, en dit het die re klaskamer gespook.

Gelukkig het Hendrik aan die einde van die dag sy eie tas te gebeurtenis het 'n raaisel bly - hoe het 'n vreemde tas met daarin in die skool beland?

1.1. Wat is die title van die kortverhaal?

1.2. Wat het Hendrik elke oggend gedoen voor skool?

1.3. Drie karakters in die storie is _____.

1.4. Was Hendrik se skooltas nuut? Gee 'n rede vir jou antwoord.

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VRAAG 2: TAALSTRUKTURE EN KONVENSIES (20)

2. Antwoord die volgende taal vrae.

2.1. Skryf die volgende woorde in alfabetiese volgorde:

gelos, gesien, gehardloop, gebeur.

(1)

2.2. Verdeel die volgende woord in lettergrepe en dui aan of die lettergrepe oop of geslote is.

(2)

Verdwynende

2.3. Skryf die volgende sin in die tydvorm neer wat aangedui word.

(2)

Sy tas is verlore.

Verlede tyd: _____

Toekomstige tyd: _____

2.4. Gee 'n sinoniem vir "verdwynende".

(1)

2.5. Wat is die antoniem vir "vandag"?

(1)

2.6. Kies die regte spelling van die woord tussen hakies.

(1)

Sy ma het elke (dag / daag) vir hom gesê om seker te maak dat tas is veilig.

2.7. Kies die korrekte voornaamwoord vir die volgende sin.

(1)

Hendrik het _____ les geleer.

- a) Haar
- b) Hy
- c) Sy
- d) Hom

2.8. Wat is die onderwerp, gesegde, en voorwerp in die volgende sin:

(3)

Hendrik het die hele klas deursoek.

Onderwerp: _____

Gesegde: _____

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VRAAG 2: VISUELE TEKS

2. Bestudeer die advertensie en beantwoord die vrae wat volg.



2.1. Wat adverteer die prentjie?

(1)

2.2. Wat sien jy eerste in die advertensie raak? Dink visueel.

(1)

2.3. Omkring die korrekte antwoord.

(1)

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- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60

Number of pages: 11

Dm

Grade 7 Afrikaans FAL June Test

VRAAG 1: LITERÊRE / NIE -LITERÊRE TEKS (20)

I. Lees die teks en beantwoord die vrae wat volg.

WOORDESKATLYS

Afrikaans Woord	Engelse Betekenis
Ruimtetuig	Spacecraft
Tegniese fout	Technical fault
Landingstelsel	Landing system
Hitteschild	Heat shield
Voorraad	Supplies
Ruimtevaarders	Astronauts
Reddingsending	Rescue mission
Eksperimente	Experiments
Grondbeheer	Ground control
Gevolge	Consequences

RUIMTEVAARDERS VASGEVANG IN DIE RUIMTE

'n Onsekerre Wagte vir Vier Ruimtevaarders

Vier ruimtevaarders is tans vasgevang in die ruimte nadat hul ruimtetuig, Orion-7, 'n ernstige tegniese fout ontwikkel het. Die bemanning bestaan uit Commander James Carter en Dr. Emily Wong van die Verenigde State van (VSA), Sergei Ivanov van Rusland, en Taro Nakamura van Japan. Hulle het in 2024 na die Internasionale Ruimtestasie (ISS) vertrek as deel van 'n wetenskaplike missie om nuwe tegnologie vir ruimtevlug te toets.

Volgens NASA het 'n fout in die landingstelsel veroorsaak dat hul terugkeer na Aarde vertraag word. Die ruimtetuig moes op 5 Maart 2025 land, maar 'n hitteschild en probleme met die valsekerms het veroorsaak dat hulle nie kon land nie.

NASA en internasionale ruimteagentskappe, insluitend Roscosmos en JAXA, saam om 'n oplossing te vind. Daar is genoeg voorraad, soos suurstof, kos en om die bemanning vir sowat drie weke aan die lewe te hou, maar 'n vinnige reddingsmissie is noodsaaklik. NASA oorweeg tans 'n reddingsending waarin 'n ander ruimtevaartuig sal word om die bemanning veilig terug te bring.

Terwyl die wêreld met spanning wag op 'n uitkoms, bly die ruimtevaarders professioneel. Hulle kommunikeer gereeld met grondbeheer en gebruik hul eksperimente en oefeninge te doen om fiks en gefokus te bly. "Ons vertrou ingenieurs en ons span op Aarde," het Bevelvoerder Carter in 'n onderhoud gesê.

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1.12. Vul die ontbrekende leestek in:
Die ruimtevaarders is kalm hulle werk het

1.13. Punktueer die volgende sin.
die ruimtevaarders wag vir die reddingsending

VRAAG 2:

2. Bestudeer die advertensie en beantwoord die vrae.



2.1. Wie is die teikengehoor van hierdie advertensie?
a) Kat-eienaars
b) Mense wat honde se tande wil versorg
c) Mense wat troeteldiere verkoop
d) Honde wat hul eie tande wil borsel

2.2. Wat is die doel van hierdie advertensie?

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VRAAG 4: TAALSTRUKTURE EN KONVENSIËS (20)

4. Antwoord die volgende taal vrae.

4.1. Skryf die eienaam in die sin:

Die stad Kaapstad is een van die mooiste in Suid-Afrika.

4.2. Skryf die meervoud van die woord "dag."

4.3. Skryf die enkelvoud van "tasse."

4.4. Kies die korrekte byvoeglike naamwoord vir die sin:

Die (skoon/skoonste) kombuis ruik lekker.

4.5. Kies die korrekte aanwysende voornaamwoord:

(Hierdie/Daardie) hond behoort aan my.

4.6. Skryf die sin in indirekte rede:

Jan sê: "Ek hou van sokker."

4.7. Skryf die sin in direkte rede:

Lisa sê dat sy die toets maklik gevind het.

4.8. Is die volgende sin enkelvoudig, saamgestel of veelvoudig?

Ek lees 'n boek en my vriend luister na musiek.

4.9. Verander die volgende sin na die verlede tyd:

Ons speel buite.

4.10. Skryf die sin in lydende vorm:

Die seun breek die venster.

4.11. Gee die antoniem vir "droog."

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7

- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20)

Test Total: 60
Number of pages: 10



Grade 7 Life Orientation Term 2 Test

QUESTION 5

5. Categorize the following careers into its career field. Write the career next to the correct career field.

Advocate singer teacher bricklayer
medical researcher



Career field	Career
Health services	5.1.
Education and support services	5.2.
Performing arts	5.3.
Law	5.4.
Building and construction	5.5.

[5]

QUESTION 6

6. Answer the following questions on abuse.

6.1 Explain why the following situations may be threatening or risk child.

6.1.1 Growing up in an abusive family:

.....
.....
.....

6.1.2 A parent drinking too much alcohol or taking drugs:

.....
.....
.....

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QUESTION 2

2. Fill in the missing words.

2.1. The South African Constitution guarantees the individuals.

2.2. Responsible behavior includes respecting the others.

2.3. Any type of injury to you that causes pain, let

2.4. A is the person who is being a interview.

2.5. is when people who are sup proper access to food, clothing, and medical care.



QUESTION 3

3. Explain the following concepts:

3.1. Abuse (2)

.....
.....
.....

3.2. Career fields (2)

.....
.....
.....

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3

MEMORANDUM GRADE 7 LO TERM 2 TEST

QUESTION	ANSWER	MARKS	LEARNERS MARK
QUESTION 1:			
1.1.	b) By being aware and assertive	1	
1.2.	d) Decreased trust in others	1	
1.3.	c) From places of protection and safety	1	
1.4.	d) Pressure to skip school and engage in risky behavior	1	
1.5.	b) By standing up for their values and beliefs	1	
		Total: ____/5	
QUESTION 2:			
2.1.	Human rights	1	
2.2.	Rights	1	
2.3.	Physical abuse	1	
2.4.	Candidate	1	
2.5.	Neglect	1	
		Total: ____/5	
QUESTION 3:			
3.1.	Abuse is when someone hurts you or treats you badly. This can be physical (like hitting), emotional (like saying mean things), or neglect (like not giving you enough food or care). Abuse is wrong and can hurt you physically and emotionally.	2	
3.2.	Career fields are different types of jobs or professions that people can choose to work in. Each career field has its own set of skills, responsibilities, and opportunities. For example, some career fields include teaching, nursing, engineering, and business.	2	
3.3.	Reconciliation means making peace or resolving conflicts. It's about finding a way to get along with someone after there has been a disagreement or conflict. Reconciliation involves understanding each other's feelings, apologizing if necessary, and finding a way to move forward positively.	2	
3.4.	Peer pressure is the influence that peers (people of the same age or social group) can have on each other, often leading individuals to change their attitudes, behaviors, or actions to conform to the group's norms or expectations.	2	
		Total: ____/8	
QUESTION 4:			
4.1.	D	1	

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8

[5]

- Human rights
- Abuse
- Career fields

Test Total: 40
Number of pages: 10



Grade 7 Life Orientation June Test

QUESTION 2: DEFINITIONS

2. Provide a definition for each of the following:

(2)

(2)

(2)

(2)

[8]

QUESTION 3: COLUMN MATCH

3. Match column A to column B. Write only the letter in the

Column A		Column B
3.1. Childline		a) A negative emotional abuser
3.2. Anger		b) Respect and approval
3.3. Counsellors		c) Stand up for oneself on one's rights.
3.4. Assertive		d) 0800055555
		e) Someone that is a victim of abuse.
		e) 08000998877
3.1.	3.2.	3.3.

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5.1.3 The older sister bringing lots of friends over, on alcohol and watching YouTube before they fall asleep



5.2 Read the scenario below and answer the quest



Amber loved spending time on the which sites she visited, so she often 13-year-old boy named Charles. The and Charles agreed to meet in a secret meeting place. Amber realized thirteen. She was very scared as she anyone where she was going.

(1)

ing (I)

was
(I)

(1)

[10]

QUESTION 4: CASE STUDY

(10)

Lungile and Candice are classmates who used to be close friends. Recently, they had a disagreement over a group project and now they are not speaking to each other. The tension between them is affecting the entire group's ability to work together effectively.



(2)

(4)

(L)

[10]

QUESTION 5: SHORT ANSWERS

5. Answer the following questions on abuse.

5.1 Explain why the following situations may be threatening or risky to a young child.

(2)

(2)

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4

- Self-image
- Puberty
- Emotions
- Peer pressure
- Human rights
- Abuse
- Career fields

Test Total: 70

Number of pages: 14

Grade 7 HistoryTerm 2 Test

QUESTION 2

2. Indicate whether each statement is true or false. Place a cross over the correct box. (4)
- 2.1. The transatlantic slave trade had a positive impact on the economies of West Africa. (1)
- True False
- 2.2. Harriet Tubman was a slave who helped others escape to freedom. (1)
- True False
- 2.3. Slaves who could read and write, sold very well. (1)
- True False
- 2.4. Molasses was used to make different types of alcoholic drinks. (1)
- True False

QUESTION 3

3. Match the words in column A with the correct meaning from column B. Write only the letter (a-e) in the grid below. (5)
- | COLUMN A | COLUMN B |
|-------------------|---|
| 3.1. Sluggishness | a) A person who wanted to get rid of slavery |
| 3.2. Abolitionist | b) To go against a government by word or action |
| 3.3. Indifference | c) Act of doing everything very slowly |
| 3.4. Martyr | d) A person who dies for a worthwhile cause |
| 3.5. Treason | e) Not caring about anything |
- | | | | |
|------|------|------|------|
| 3.1. | 3.2. | 3.3. | 3.4. |
|------|------|------|------|



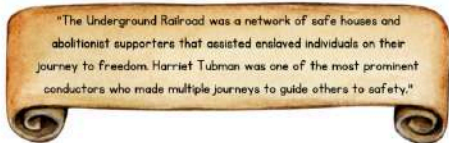
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QUESTION 4

4. Fill in the correct answers in the blanks. (4)
- 4.1. Homes that were used by runaway slaves were called _____.
- 4.2. The ship that slaves took over was called _____.
- 4.3. The coded name given to runaway slaves was _____.
- 4.4. The anti-slavery protester who is remembered for his role in the Boston Tea Party was _____.
- 4.5. The slave who used the Underground Railroad to escape to freedom was _____.

QUESTION 5

5. Answer each question concisely. (2)
- 5.1. Read the extract and answer the following question. (2)



- 5.2. How did the Underground Railroad help enslaved individuals? (2)

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MEMORANDUM GR 7 HISTORY TERM 2 TEST

QUESTION	ANSWER	MARKS	LEARNERS MARK
QUESTION 1:			
1.1.	a) West Africa	1	
1.2.	b) To increase profits	1	
1.3.	b) By ship	1	
1.4.	b) Agriculture	1	
1.5.	d) All of the above	1	
		Total: ____/5	
QUESTION 2:			
2.1.	False	1	
2.2.	True	1	
2.3.	True	1	
2.4.	True	1	
		Total: ____/4	
QUESTION 3:			
3.1.	C	1	
3.2.	A	1	
3.3.	E	1	
3.4.	D	1	
3.5.	B	1	
		Total: ____/5	
QUESTION 4:			
4.1.	Stations	1	
4.2.	Amistad	1	
4.3.	Passengers	1	
4.4.	Brown	1	
4.5.	Harriet Tubman	1	
		Total: ____/5	
QUESTION 5:			
5.1.	Nat Turner's revolt was significant because it was one of the largest slave rebellions in the United States, leading to stricter slave laws.	2	
5.2.	The Underground Railroad was a network of secret routes and safe houses used to help enslaved individuals escape to free states or Canada.	2	
		Total: ____/4	
QUESTION 6:			

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- The transatlantic slave trade (focus on the nature & impact of the slave trade between West Africa and the American South)

Test Total: 50
Number of pages: 10



Grade 7 History June Test

SECTION A: TRADE ACROSS SAHARA, THE KINGDOM OF MALI, & THE CITY OF TIMBUKTU

QUESTION 1

1. Read source A and answer the questions that follow.

Source A

The trans-Saharan trade routes connected North Africa with West Africa. Gold, salt, and other goods were exchanged. The Kingdom of Mali controlled much of this trade. Timbuktu became a famous city known for its wealth, learning, and culture. Traders from Europe and the Middle East travelled to Mali to trade and learn.



- 1.1. What were the two most valuable goods traded across the Sahara Desert? (1)
- 1.2. Why was salt such an important trade item? (1)
- 1.3. How did the Kingdom of Mali benefit from trade? (1)
- 1.4. Why was the city of Timbuktu famous? (1)
- 1.5. Identify two groups of traders who visited Mali. (1)

QUESTION 2

2. Fill in the missing words.

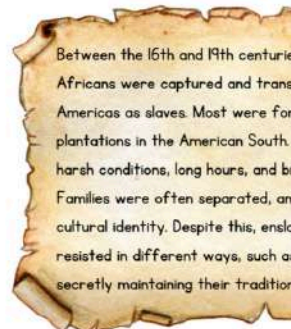
- 2.1. Mali was ruled by Mansa Musa between _____ and _____.
- 2.2. Under him, Mali reached the _____ of its power.
- 2.3. His other name was Musa the _____ or The Lion of _____.

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SECTION B: SLAVERY IN THE AMERICAN SOUTH

4. Read the source below and answer the questions that follow.

Source B



- 4.1. From Source B, name two ways that enslaved people resisted slavery. (1)
- 4.2. What was the main type of work enslaved people did in the American South? (1)
- 4.3. Name one way in which slavery affected African societies. (1)
- 4.4. How did the transatlantic slave trade impact African families? (1)
- 4.5. What was one reason why plantation owners wanted enslaved workers? (1)
- 4.6. What does Source B tell us about the conditions enslaved people faced? (1)

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4

7.4. John Brown's mission to abolish slavery involved leading peaceful protests and petitioning the government. (1)

True False

7.5. Nat Turner's revolt led to stricter laws and harsher punishments for enslaved people in the southern United States. (1)

True False

7.6. John Brown was executed for his role in the raid on Harpers Ferry, which he believed would start a rebellion against slavery. (1)

True False

(6)

QUESTION 8

8. Write a paragraph of 8-10 sentences explaining how the transatlantic slave trade affected enslaved people. Include details about their living conditions, work, and resistance. (10)

(10)
GRAND TOTAL: 50

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7

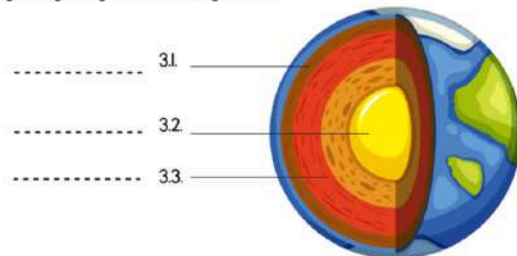
- The kingdom of Mali and Timbuktu
- Trade across the Sahara Desert
- Transatlantic Slave Trade:
- Slavery in the American South
- The impact of the transatlantic slave trade on slaves



Grade 7 Geography Term 2 Test

QUESTION 3

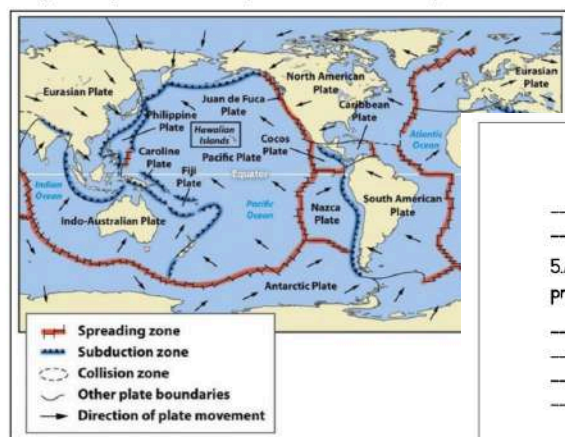
3. Study the following diagram of the Earth's structure. Then, identify the various layers by filling in the missing labels.



[3]

QUESTION 4

4. Study the map of the tectonic plates and answer the questions which follow:



<https://as.pinterest.com/pin/4710099295023243/>

- 4.1. Which continent is relatively free from natural disaster?

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MEMORANDUM GR 7 GEOGRAPHY TERM 2 TEST

QUESTION	ANSWER	MARKS	LEARNERS MARK
QUESTION 1:			
1.1.	a) Earthquake	1	
1.2.	b) Magma	1	
1.3.	c) Tsunamis	1	
1.4.	a) A mountain that erupts lava	1	
1.5.	d) All of the above	1	
1.6.	c) Crust	1	
1.7.	c) Along plate boundaries	1	
1.8.	d) Improved infrastructure	1	

Total: ____/8

QUESTION 2:

2.1.	True	1	
2.2.	True	1	
2.3.	True	1	
2.4.	True	1	
2.5.	False	1	
2.6.	True	1	
2.7.	False	1	

Total: ____/7

QUESTION 3:

3.1.	Crust	1	
3.2.	Core	1	
3.3.	Mantle	1	

Total: ____/3

QUESTION 4:

4.1.	Australia	1	
4.2.	No tectonic plates close to South Africa.	1	
4.3.	The central core of Earth is very hot with rock temperatures over 5 000°C. This great heat causes convection currents in the rock, which move through Earth's mantle. (Any two)	2	
4.4.	How these plates move: They slide past one another. Example: San Andreas Fault.	2	
4.5.	Magma is molten rock found beneath the Earth's surface. It is formed from the melting of rocks in the Earth's mantle and crust due to high temperatures and pressure.	2	

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9

- Structure of the Earth
- Volcanoes
- Earthquakes
- Floods

- 5.4. What lessons can be learned from the March preparedness and response?

QUESTION 5

6. Choose the answers in the word box below sentence.

focus, sinkholes, press

- 6.1 When two plates move towards or away from of _____ can cause earthquakes.

- 6.2 The point under the ground where the earthquake originates is called the _____ (1)

- 6.3 A _____ is a slight or mild earthquake that usually causes little or no damage. (1)

- 6.4 Earthquakes cause damage to buildings, roads, bridges, _____ and rocks falls often kill thousands of people. (1)

- 6.5 Earthquakes cause many problems and the effects are devastating. Describe the effects of an earthquake on buildings and infrastructure. (6)

Building

Infrastructure

[10]

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7

Test Total: 50

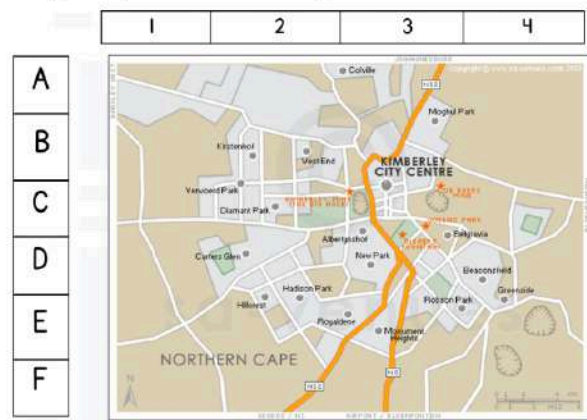
Number of pages: 11



Grade 7 Geography June Test

QUESTION 3: MAP WORK

3. Study the map below and answer the questions that follow. (5)



3.1. What is the big hole (The Big Hole) known for? (1)

3.2. Give the cross-reference of the following:

- a) Kimberley City Centre: _____
b) Greenside: _____

3.3. What does the following symbol represent on the map:



3.4. If you continue driving North on the N12. Where will you go? _____

3.5. What type of scale is used on this map? _____

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SECTION B: VOLCANOES. EARTH

QUESTION 4: EARTH

4. Read the following CNN report about a volcano and answer the questions that follow.

Mount Etna Erupts Again, Spewing Lava and Ash

One of Europe's most active volcanoes, Mount Etna, sending molten lava and thick clouds of ash into the air, has caused concern among local authorities as the volcanic activity has spread to nearby towns.

The eruption began after a series of small earthquakes beneath the surface. Italy's Volcanology (INGV) recorded over 40 tremors before the eruption.

Videos from the site showed glowing rivers of lava and thunderous explosions echoed across the landscape. The eruption stretched 2.5 kilometers, releasing large amounts of ash into the atmosphere.

Residents of Catania and surrounding villages were advised to stay indoors due to falling ash and poor air quality. The eruption temporarily shut down Catania's airport, as volcanic ash posed a danger to aircraft.

Mount Etna, standing at 3,357 meters, has erupted frequently for thousands of years. Scientists monitoring the volcano noted that this eruption was stronger than previous ones due to increased pressure inside the magma chamber.

Despite the intensity, no injuries were reported, and emergency teams worked quickly to clear roads and assist affected residents.



4.1. Where did this volcanic eruption take place? (1)

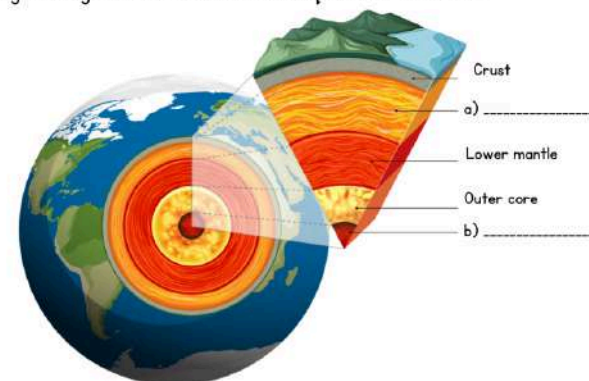
4.2. Why do you think an earthquake was felt before the volcano erupted? (1)

4.3. How long was the fissure that the lava was shooting out of? (1)

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QUESTION 7: STRUCTURE OF THE EARTH

7. Study the diagram below and answer the questions that follow.



7.1. Fill in the missing labels on the diagram below. (2)

a) _____

b) _____

7.2. How many kilometres in thickness is the crust of the Earth measured? (1)

7.3. What minerals does the upper mantle consist of? Name any 2. (2)

7.4. Which part of the Earth is the hottest? (1)

[6]

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7

- Map skills
- Structure of the Earth
- Volcanoes
- Earthquakes
- Floods

Test Total: 50

Number of pages: 11



Grade 7 Natural Science Term 2 Test

QUESTION 2

2. Match the term to its correct definition. (3)

Term	Definition
2.1. Acids	A. Have a pH greater than 7
2.2. Bases	B. Have a pH of 7
2.3. Neutrals	C. Turn blue litmus paper red

2.1. 2.2. 2.3.

(3)

QUESTION 3

3. Provide brief answers to the following questions.

3.1. Explain why it is important to consider properties like strength and flexibility when choosing materials for a particular use. (2)

3.2. Describe one method of physical separation and give an example of when it might be used. (2)

3.3. What are the four different tastes that the human tongue can sense? (4)



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QUESTION 4

4. Identify if the following statements are TRUE or FALSE. (8)

4.1. All materials expand when heated and contract when cooled. (1)

4.2. Metals are typically good conductors of heat and electricity. (1)

4.3. Density is a measure of how much mass is contained in a given volume of a substance. (1)

4.4. The pH scale measures how strong an acid or base is. (1)

4.5. The melting point of a substance is the temperature at which it changes from a solid to a liquid. (1)

4.6. Strength is a property that determines how much a material can withstand before breaking. (1)

4.7. Filtration is a method used to separate a mixture of a solid and a liquid. (1)

4.8. Sour is one of the tastes that the human tongue can sense. (1)

(8)

QUESTION 5

5. Give one word to describe the following: (5)

5.1. Strong _____ will not bend, break, or shatter easily. (1)

5.2. A very good conductor of electricity that can be shaped into jewelry. (1)

5.3. Substances that taste bitter and feel soapy, are _____. (1)

5.4. Materials that cannot carry an electric current are called _____. (1)

5.5. Many fizzy cold drinks are in cans made from _____. (1)

(5)



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4

QUESTION 7

7.1. Look carefully at the Periodic table and answer the questions that follow. (10)

The Periodic Table of the Elements

7.1.1. The elements in the Periodic table are arranged into three main categories, namely metals, semi-metals and _____. (1)

7.1.2. Look at the left side of the Periodic table. Find number 20. Give the name of the element in number 20. (1)

7.1.3. Is this element a metal/semi-metal or alkali metal? (1)

7.1.4. Give this element's atomic number. (1)

7.1.5. What is the function of this element in the human body? (1)

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6

- The Periodic Table
- Properties of materials
- Separating mixtures
- Acids, bases and neutrals

Test Total: 50
Number of pages: 10



Grade 7 Natural Science June Test

QUESTION 5: POLLINATION

5. The following statements describe the process of pollination. Number them from 1 to 8 in the correct order. (8)

Process	Number
The insect arrives on the flower to collect nectar. This is a sweet liquid which makes perfect insect food.	2
The flower's fragrant scents and the petal's bright colours attract an insect.	1
Part of this pollen travels down the style and then into the ovary.	6
After the insect is done feeding on that flower's nectar, it goes on to collect nectar from another flower.	4
As the insect feeds on the nectar in the new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).	5
The ovules of the flower turn into seeds which will then be dispersed so that new plants will be able to grow somewhere else.	8
As the insect is gathering the nectar, it rubs against the anthers, which rub pollen onto the insect.	3
The tiny piece of pollen joins onto an ovule in the ovary. The plant has now been fertilized.	7

QUESTION 6: SEXUAL REPRODUCTION

6. Complete the paragraph by filling in the missing words.

Humans are mammals, which means that reproduction requires cell and a female. Male reproductive cells are produced in the a) _____. Female reproductive cells are produced in the b) _____. They travel through the female cervix, and the egg cell moves through the c) _____. Fertilisation takes place in the d) _____. If the egg is not fertilised, it is expelled from the female body through a process called e) _____.

5

QUESTION 7: PERIODIC TABLE

7.1. Match the elements in Column A with their uses. Write your answer in the grid below.

COLUMN A (ELEMENT)	COLUMN B (USE)
1. Oxygen (O)	a) Used to burn fuels
2. Hydrogen (H)	b) Found in acids
3. Carbon (C)	c) Used as a catalyst
4. Copper (Cu)	d) Essential for life
5. Calcium (Ca)	e) Found in bones

1.	2.	3.
----	----	----

7.2. What are the three main categories of elements?

7.3. Identify if the following elements are metals or non-metals.

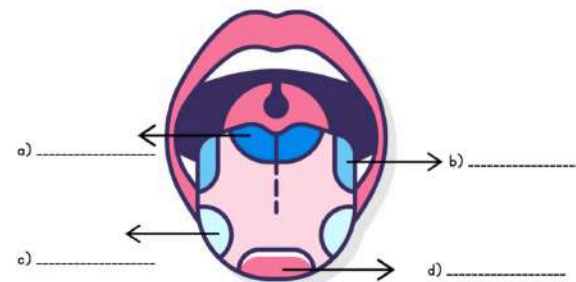
- a) Oxygen - _____
 b) Iron - _____
 c) Silicon - _____
 d) Aluminium - _____

6

QUESTION 10: ACIDS, BASES & NEUTRALS

10.1. What can be used as an indicator to test for acids and bases? (1)

10.2. Label the four different tastes that a human tongue can easily identify. (4)



10.3. Classify the following substances as acids, bases, or neutrals: (4)

- a) Vinegar: _____
 b) Lemon juice: _____
 c) Baking soda solution: _____
 d) Water: _____

10.4. Acids usually present as having a _____ taste and a _____ feeling. (2)

10.5. A base usually represents having a _____ taste and a _____ feeling. (2)

GRAND TOTAL: 70

9

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121

Test Total: 70

Number of pages: 12



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Grade 7 Mathematics Term 2 Test

QUESTION 3: INTEGERS

3.1. Fill in the missing values of the following number patterns.

(6)

a) $-28; \dots; -20; \dots; -16$

b) $24; 12; 0; \dots; \dots$

c) $-36; -25; -16; \dots; \dots$

3.2. Write the correct sign between the numbers: greater than, less than or = equal to.

(3)

a) $-30 \dots 30$

b) $-100 \dots 101$

c) $-26 \dots 26$

3.3. Add the integers without using a calculator. (You may use a number line.)

(3)

a) $(-15) + (-6)$

b) $-8 + 12$

c) $(-6) + (-8)$

3.4. Subtract the integers without using a calculator. (You may use a number line.)

a) $-10 - 2$

b) $(-12) - 5$

c) $7 - (-13)$

3.5. Verify $a - (-b) = a + b$ for the following values of a and b.

$a = 21, b = 18$

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QUESTION 4: NUMERIC AND

4. Look at the geometric patterns given below



4.1. Have a look at the geometric pattern above

a) What is the next drawing in the pattern



b) Describe the pattern in words.

(2)

c) Complete the table below.

(3)

Number of picture	1	2	3	4	5
Number of lolly sticks	4	8			

d) Write a number sentence to describe this pattern.

(1)

MEMORANDUM GR 7 MATHEMATICS T2 TEST

QUESTION	ANSWER	MARKS	LEARNER MARK
QUESTION 1: WHOLE NUMBERS			
1.1.	a) (2 marks) 56, 2, 2, 2, 7 91, 7, 13 b) (2 marks) HCF = 7 c) (2 marks) LCM = $2^2 \times 7 \times 13$ = $8 \times 7 \times 13$ = 56×13 = 728	6	
1.2.	12, 24, 36, 48, 60, 72, 84, 96, 108, 120	2	
1.3.	120 = 1, 2, 3, 4, 5, 6, 8, 10, 12, 15, 20, 24, 30, 40, 60, 120	4	
		Total: ____/12	
QUESTION 2: EXPONENTS			
2.1.	a) (2 marks) $3^4 a^6$ b) (2 marks) $2^7 c^4$	4	
2.2.	$= \sqrt[3]{1\ 100 - 100}$ $= \sqrt[3]{1\ 000}$ = 10	3	
2.3.	$= 8 - 3$ = 5	3	
2.4.	$= (6)^3$ = 216	2	
		Total: ____/12	
QUESTION 3: INTEGERS			
3.1.	a) 24, 22, 18 b) -12, -24 c) -9, -4	6	
3.2.	a) < b) < c) <	3	

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9

- Whole numbers
- Decimals & Fractions
- Integers
- Exponents

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6



Grade 7 Mathematics June Test

QUESTION 2: DECIMALS AND FRACTIONS

2.1. Complete the following table. (5)

Common fraction	Decimal	Percentage
$\frac{4}{5}$		
	0.55	
		12.5%

2.2. Simplify $\frac{21}{56}$ (2)

2.3. Complete the table below. (6)

	Simplified fraction	decimal	Percentage
36 minutes of 3 hours	a	b	c
75cm of 5m	d	e	f

2.4. Calculate the following and write the answer in its simplest form

a) $4\frac{1}{4} + 1\frac{2}{3} - 2\frac{1}{6}$

4.2. Simplify the following ratio (3)
 $24 : 36 : 60$

4.3. $\frac{4}{5} \times 3\frac{1}{3}$ (3)

4.4. $324,34 + 17,807 - 78,528$ (3)

4.5. $0,072 \div 12$ (2)

QUESTION 5: EXPONENTS

5. Answer the following and show ALL calculations

5.1. 2^2

5.2. Simplify $3^2 \times 3^4$ (2)

5.3. What is the value of $4^3 \div 4^2$? (2)

- Whole numbers
- Decimals & Fractions
- Integers
- Exponents
- Numeric & Geometric Patterns
- Functions & relationships

Test Total: 100
Number of pages: 15



Grade 7 Economic Management Sciences Term 2 Test

QUESTION 2: COLUMN MATCH

2. Match the term in column A to the explanation in Column B. Only write the letter as the answer for the corresponding term. Write your answers in the grid below. (10)

COLUMN A	COLUMN B
2.1. Modern society	A. Water and Food
2.2. Economic goods	B. Scarcity of resources with greater demand.
2.3. Primary needs	C. Lasts a long time.
2.4. Labour	D. Smaller shops that sell goods to consumers.
2.5. Poverty line	E. Legally binding agreement between buyers and sellers.
2.6. Tertiary	F. Gold, platinum, oil
2.7. Retailer	G. The people of a country's capacity to work
2.8. Sustainable	H. On the third level
2.9. Economic problem	I. The minimum amount of money that you can earn to provide for your basic needs.
2.10. Promissory note	J. Where the average incomes and standard of living are high.
	K. Milk, bread, toiletries

21.	22.	23.	24.	25.	26.	27.	28.	29.	210.
-----	-----	-----	-----	-----	-----	-----	-----	-----	------

QUESTION 3: CLASSIFYING ACCOUNTS

3. Classify the following accounts by ticking the appropriate column.

1. Vehicles
2. Fuel
3. Trading stock
4. Cell phone
5. Land and buildings
6. Petty cash
7. Creditors
8. Mortgage
9. Bank
10. Discount

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QUESTION 7: STATEMENT OF NET WORTH

7. Xolisa wants to determine her net worth on 31 May 2025. Use the following information to draw up a Three Format Statement of net worth.

Town house	500 000
Car	115 000
Furniture	87 000
Savings	17 000
House loan	200 000
Car payment	64 000
Furniture loan	40 000

[illegible]

[12]

QUESTION

4. Imagine you are helping your friend, Mar R2000 per month from his part-time job bicycle, but he also needs to pay for his f create a budget for the month by allocat the table below:

EXPENSE
Savings for bicycle
Phone bill
Groceries
Entertainment
Miscellaneous
Total

QUESTION 5, SH

5. Answer the following questions in full sentences.

5.1. Explain the difference between a want and a need, providing examples of each. (4)

5.2. What is the purpose of market research for a business? (2)

5.3. Describe one advantage and one disadvantage of owning a franchise business. (2)

5.4. What are the main components of a business plan? (5)

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5

- History of money
- Needs and wants
- Goods and services
- Inequality and poverty

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7

Test Total: 80

Number of pages: 13



Grade 7 Economic Management Sciences June Test

QUESTION 2: NEEDS AND WANTS

2. Answer True or False. Place a cross over the correct box.

2.1. The fundamental difference between needs and wants in the context of the economy is that needs are essential for survival, while wants are desires that enhance the quality of life. (1)

True False

2.2. Entertainment and travel falls under the category of basic needs. (1)

True False

2.3. Unlimited needs are the main challenge individuals, families and societies face when managing their resources in the economy. (1)

True False

2.4. Education is not considered a primary need for families. (1)

True False

2.5. The distinction between primary and secondary needs is important in understanding the economy because it helps in making informed choices about resource allocation. (1)

True False

(5)

QUESTION 3: GOODS AND SERVICES

3.1. What is the difference between a good and a service?

3.2. Give two example of services.

3.3. Explain how a manufacturer makes a profit.



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6.5. Would a savings account or a fixed deposit account be better for you? Give the advantages and disadvantages of each.

6.6. Read the case study below and answer the questions.

Mr. Nkosi has been repairing bicycles. Due to high demand, he has decided not to have enough money to cover all his expenses.

The bank manager asks Mr. Nkosi about his net worth, but he is unsure. Help him draw up a Statement of Net Worth.

Mr. Nkosi owns his house, valued at R900 000, but still owes the bank R600 000. He has a motorbike worth R85 000, and he has saved R50 000 in a fixed-term deposit account. His tools are valued at R15 000, while his furniture and other household possessions amount to R25 000. He has R3 500 in cash. His outstanding accounts total R18 000, and he owes R9 500 on his credit cards. Additionally, he rents out a small flat for R1 500 per month.



a) Use the information and complete the table below to draw up a Statement of Net Worth for Mr. Nkosi. (12)

Mr. Nkosi's Statement of Net Worth for June 2024.	
POSSESSIONS	

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TOTAL POSSESSIONS	
DEBTS	
TOTAL DEBTS	
NET WORTH	

(35)

QUESTION 7: BUDGETS

7.1. Read the case study for the Dlamini family and then draw up a monthly budget with the information provided.

Mr. Dlamini works as a sales assistant at a hardware store and earns R12 000 per month. Mrs. Dlamini is a receptionist and earns R9 500 per month. She also tutors students on weekends, which earns her an extra R600 per month. They currently have no savings but would like to start putting money aside for future expenses.



They rent their home for R7 000 per month and spend R1 000 on electricity. Mr. Dlamini pays R3 800 per month for his car, plus R1 700 for petrol. The rest of the family's transport costs come to R650 per month. School fees for their two children amount to R1 000 per month. Their grocery bill is R5 800, and they spend R4,50 on household goods and R300 on clothing. They budget R750 for entertainment and R700 for incidental expenses such as medical visits and haircuts. Mr. Dlamini also buys bread, milk, and other essentials from his workplace, which costs R900 monthly. Each child receives R200 in pocket money every month.

Draw up a monthly budget for the Dlamini family. (10)

Budget for Dlamini family	

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8

- History of money
- Needs & wants
- Primary & secondary needs
- Goods and services
- Inequality & poverty
- Accounting concepts
- Income & expenses
- Budgets

Test Total: 100

Number of pages: 14



Grade 7 Technology Term 2 Test

QUESTION 2

2. Complete the sentences by filling in the missing words.

- 2.1. A _____ is a large, strong framework built to support a building or bridge. (1)
- 2.2. A _____ is a structure that carries water or electricity over a long distance. (1)
- 2.3. A _____ is a temporary structure used to support a building while it is being constructed. (1)
- 2.4. Landline phones use _____ wires to transmit signals. (1)
- 2.5. Mobile phones use _____ signals to transmit data and make calls. (1)

[5]

QUESTION 3

3. Indicate whether the following statements are true or false. Write True or false in the space provided.

3.1. Steel is a commonly used material for building structures. (1)

True False

3.2. Mobile phones are typically more expensive than landline phones. (1)

True False

3.3. A design brief outlines the requirements and constrain

True False

3.4. Concrete is a flexible material that can be easily molde

True False



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Image 2:



6.4. What type of device is shown in the image? _____ (1)

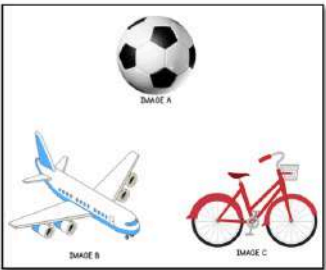
6.5. Name two features that distinguish this device from a landline phone. (2)

6.6. How has this type of device impacted communication in modern society? (1)

[8]

QUESTION 7

7.1. Look at the images below. Write down the name of each image. Then, identify whether it is a shell, frame or a solid structure. Write your answers on the table provided. (3)



	NAME OF IMAGE	SHELL, FRAME OR SOLID STRUCTURE
IMAGE A		
IMAGE B		
IMAGE C		

7.2. Study the pictures below and identify the class of lever that each one represents. (2)

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QUESTION 4

4. Study the two images below of different water tanks that follow.



4.1. How could you disguise the water tank so that

4.2. What two materials would you recommend the water tank be built from? (2)

4.3. Name two methods of strengthening used in both water tanks above. (2)

[5]

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4

- Structures - shell, frame, solid
- Case studies
- Single point perspective drawing

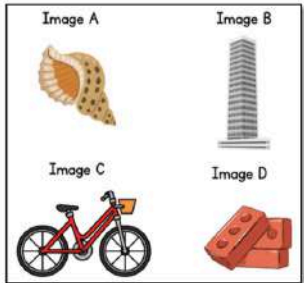
Test Total: 50
Number of pages: 10



Grade 7 Technology June Test

QUESTION 1

1.1. Study the images below. Fill in the table below by writing down the name of each image. Then, identify if it is a shell, frame, or solid structure and if it is man-made or natural. (12)



	Name of image	Classification of structures	Man-made or natural
Image A			
Image B			
Image C			
Image D			

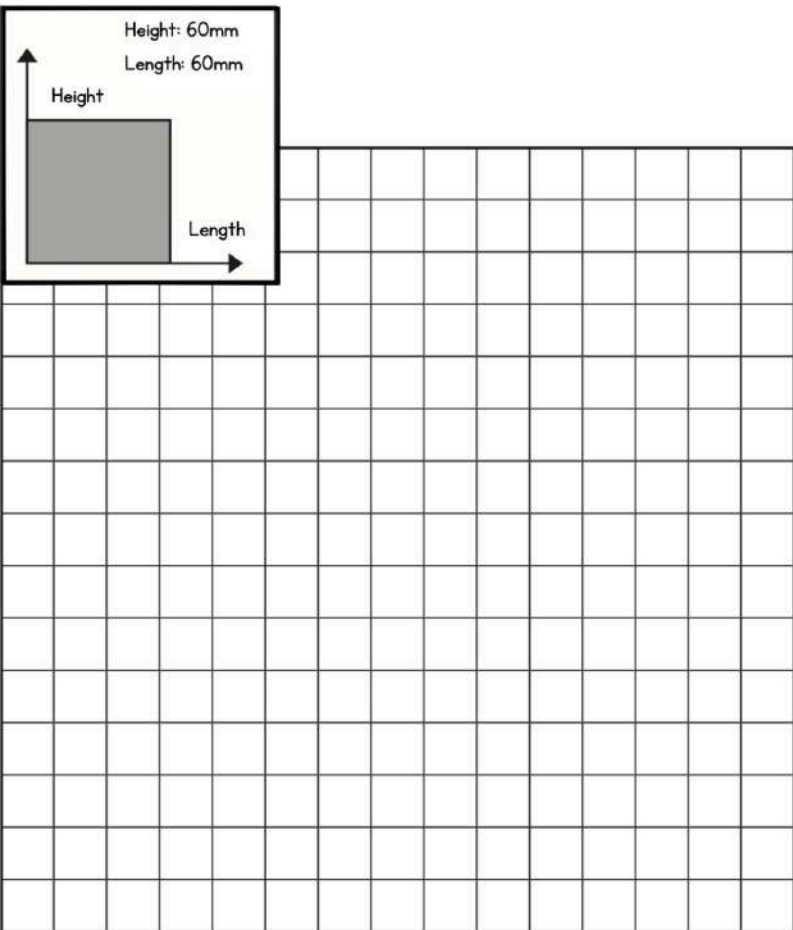
1.2. Provide a definition for a structure.

1.3. Why do you think technology should be taught at school?

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QUESTION 6

6.1. Convert the following 2D front view of a cube to create an oblique drawing. Use the grid block provided. (7)



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6

QUES

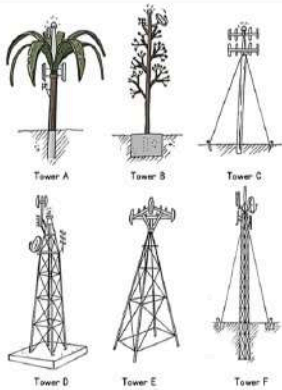
3. Match Column A with Column B. Write a grid below.

Column A		Column B
3.1. Fulcrum		a) Prevents
3.2. Insulation		b) Circular
3.3. Pulley		c) Point wh
3.4. Spur gear		d) Used to l
3.5. Compression		e) Force th
3.1.	3.2.	3.3.

QUES

4.1. Study the images and text below and answer the questions that follow.

Design considerations refer to factors that must be taken into account when creating structures like cell phone towers, bridges, buildings, or power stations. These include the intended function of the structure, the cost involved, and the potential impact on people and the environment.



4.1. Why do you think tower A was designed to look like a tree? (2)

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- Design process
- Simple mechanisms
- First, second and third class levers
- Mechanical advantage
- Pneumatics and hydraulics
- Communication skills
- Structures



GRADE 7

TERM 3

CAPS ATP
ALIGNED

TEST BUNDLE PREVIEW



Grade 7 English HL Term 3 Test I

QUESTION 1: READING COMPREHENSION (15 MARKS)

1. Read the following passage carefully and answer the questions that follow.

The Giant Pacific Octopus



<https://www.nationalgeographic.com/animals/invertebrates/facts/giant-pacific-octopus/>

The giant Pacific octopus (*Enteroctopus dofleini*) is one of the largest and most intelligent octopus species in the world. These fascinating creatures inhabit the coastal waters of the North Pacific Ocean, from California to Alaska, as well as the northern parts of Japan and Russia.

Giant Pacific octopuses have eight long arms covered in suction cups, which they use to catch prey and navigate their environment. They are known for their remarkable intelligence and are capable of solving complex puzzles and mazes. They also have the ability to change their skin colour and texture to camouflage themselves from predators or sneak up on prey.

These octopuses have a short lifespan, typically living only 3 to 5 years. During this time, they grow rapidly, with some individuals reaching weights of over 50 kilograms. They are solitary creatures, only coming together to mate, after which the female will lay thousands of eggs in a den she has created. She will then guard the eggs for several months, not leaving to feed and ultimately dying after they hatch.

Despite their size and intelligence, giant Pacific octopuses are not considered a threat to humans and are rarely aggressive unless provoked. They play an important role in their marine ecosystems, controlling populations of prey species and providing food for larger predators.

1.1. What is the scientific name for the giant Pacific octopus?

1.2. Where do they live?

1.11. Find synonyms for the following:

a) Intelligent: _____

b) Solitary: _____

1.12. What is a collective noun for _____

1.13. Find antonyms for the following:

a) Fascinating: _____

b) Complex: _____

1.14. What is the plural for octopus? _____

QUESTION 3: DIALOGUE

3. Read the following dialogue between a journalist and a musician and answer the questions that follow.

Interviewer: Good morning, Sarah. Thank you for joining us today.

Sarah: Good morning, it's my pleasure.

Interviewer: You have a new album coming out. Can you tell us a bit about it?

Sarah: Yes, of course. The album is called "Echoes of the Soul." It's a collection of songs that are very personal to me, inspired by my own experiences and emotions.

Interviewer: That sounds very meaningful. What was your inspiration behind the title?

Sarah: The title reflects the idea that music has the power to resonate deeply within us, touching our souls in a way that words alone cannot.

Interviewer: How would you describe the overall theme or message of the album?

Sarah: I would say the album is about resilience and hope. It's about overcoming challenges and finding strength in difficult times.

Interviewer: That's beautiful. What do you hope listeners will take away from your music?

Sarah: I hope that listeners will find comfort and solace in my music. I want them to know that they are not alone in their struggles and that there is always hope for a better tomorrow.

Interviewer: Thank you for sharing that with us, Sarah. We look forward to hearing your new album.

3.1. What is the title of Sarah's new album? (1)

3.2. How does Sarah describe the overall theme of her album? (1)

- a) Love and happiness ☐
- b) Sadness and loss ☐
- c) Resilience and hope ☐
- d) Anger and frustration ☐

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6

QUESTION 2: LANGUAGE

2. Answer the following questions.

2.1. Write the plural form of the following proper nouns: (2)

a) Child _____

b) Man _____

2.2. Fill in the blanks with the correct form of the adjective in brackets: (2)

a) This book is _____ (interesting) than that one.

b) Mount Everest is the _____ (high) mountain in the world.

2.3. Rewrite the following sentences as complex sentences: (2)

a) She said, "I will come to the party." (Indirect speech)

b) He runs fast. He is a sprinter. (Combine using a relative pronoun)

2.4. Add the correct punctuation to the following sentences: (2)

a) yes i would like some cake

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4

- Reading comprehension (15)
- Language structures and conventions (20)
- Dialogue (5)
- Creative Writing (20)

(Antonyms, synonyms, proper nouns, adjectives, complex sentences, punctuation, verbs, literal & figurative meaning, simple past tense, comparative & superlative, active voice, figures of speech)

Test Total: 60

Number of pages: 12

Dm

Grade 7 English HL Term 3 Test 2

QUESTION 1: READING COMPREHENSION

1. Read the text below and answer the questions that follow.

The Last Rehearsal

Lebo glanced at her watch - again. 15 minutes late. She stood backstage, gripping the script in her sweaty hands. Tonight's rehearsal would be the last before the school play. Everyone was counting on her to pull off the lead role of Thando, a character who had to cry, laugh, and carry the entire story.

Just as she was about to give up, Musa burst through the hall doors, out of breath and clutching his backpack.

"Sorry I'm late! My little brother locked me out again," he said with a sheepish grin.

Lebo rolled her eyes but smiled. "Come on, we don't have time to waste."

The cast assembled quickly, and Mrs. Ndlovu, their drama teacher, clapped once. "From the top. Scene Three!"

Lebo took her position, her voice shaky at first. But as the scene unfolded, something shifted. She wasn't just pretending - she was Thando. Every word, every tear, felt real. The cast applauded when the scene ended.

As she walked off stage, Musa nudged her. "That was amazing. I almost forgot we were rehearsing."

Lebo laughed, her nervous energy fading. "Let's hope I can do it again tomorrow."

Mrs. Ndlovu raised her hand for silence. "Everyone, take notes from Lebo's performance. That's how you bring a script to life."

As the others packed up, Lebo sat quietly, still holding her script. For the first time in weeks, she wasn't afraid.



1.1. What is the name of the play's main character?

1.2. Why was Lebo nervous at the beginning of the rehearsal?

1.3. Quote a sentence from the passage that shows Lebo was stressed.

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QUESTION 4: LANGUAGE

4. Answer the following language questions.

4.1. Rewrite the sentence in the past tense:

Lebo walks onto the stage with confidence.

4.2. Identify the subject and predicate in the sentence:

The drama teacher praised Lebo after the scene.

Subject: _____

Predicate: _____

4.3. Give the antonym of *nervous*.

4.4. Change the following into reported speech:

"I'm sorry I'm late," said Musa.

4.5. Rewrite in the passive voice:

The cast applauded her performance.

4.6. Identify the part of speech of the underlined word:

Lebo was nervous but excited.

4.7. Insert the correct punctuation:

mrs ndlovu said lebo was great

4.8. Write the following sentence in the future tense:

She performs again tomorrow.

4.9. Rewrite the following as a complex sentence:

Lebo practised a lot. She wanted to impress the teacher.

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1.14. Write down a compound si

2. Look at the advert for the sc



2.1. What is the name of the play?

2.2. When and where will the play take place?

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4

- Reading comprehension (20)
- Visual Literacy (10)
- Summary (10)
- Language structures and conventions (20)

(Antonyms, synonyms, figures of speech, tenses, subject & predicate, reported speech, passive voice, parts of speech, punctuation, complex sentences, pronouns, negative form, plurals, sentence types, simple sentences)

Test Total: 60
Number of pages: 10



Grade 7 Afrikaans FAL Term 3 Test 1

VRAAG 1: GEDIG

1. Lees die gedig hieronder en beantwoord die vrae wat volg:

Die windjie

Die windjie waai,
die windjie draai,
die windjie, die waai soos 'n
draaiende wieletjie,
en waai oor die vlakte,
die windjie, die waai oor die see.



1.1. Wat is die titel van die gedig? (1)

1.2. Omkring die regte antwoord. (1)

Windjie is 'n voorbeeld van:

- a) Meervoud ☐
- b) Verklyning ☐
- c) Vergelyking ☐
- d) Werkwoord ☐

1.3. Noem twee woorde in die gedig wat met mekaar rym. (2)

1.4. Noem 'n werkwoord in die gedig. (1)

1.5. Gee 'n voorbeeld van 'n vergelyking in die gedig. (2)

1.6. Waar waai die windjie volgens die gedig? (2)

1.7. Benoem die byvoeglike naamwoord in die volgende sin. (1)
die windjie, die waai soos 'n draaiende wieletjie

- Gedig (10)
- Drama (10)
- Kortverhaal (10)

Test Total: 30

VRAAG 2: DRAMA

2. Lees die uittreksel hieronder en beantwoord die vrae wat volg:

Woord	Engelse woord
toneel	Scene
dig	dense
ontbekende	Unknown
geheim	Secret/mystery
gevaar	danger

Uittreksel uit 'n Drama: "Die Wonderwoud"

Karakter 1: "Wat is hierdie plek? Dit voel so vreemd en onbekend."

Karakter 2: "Ek weet nie. Dit lyk soos 'n woud, maar anders. Ek dink ons het verdwaal."

Karakter 3: "Ek hoor vreemde geluide. Dis amper soos stemme wat fluister."

Karakter 4: "Miskien is ons nie alleen hier nie. Ons moet versigtig wees."

Die karakters kyk rond. Die bome is hoog en dig. Takke strek hul arms uit en vang die maanlig op. Die blare ritsel as die wind deur hulle waai. In die verte hoor hulle 'n uil roep.

2.1. Watter emosie word deur die karakters in hierdie toneel uitgebeeld? (2)

2.2. Watter toneel kan jy sê is hierdie uittreksel? (2)

2.3. Beskryf die atmosfeer van die toneel. Hoe dra die toneel se beskrywing by tot die atmosfeer? (4)

Grade 7 Afrikaans FAL Term 3 Test 2

VRAAG 1: LITERÊRE / NIE-LITERÊRE TEKS

1. Lees die volgende inligtingsteks en beantwoord die vrae wat volg.

Hoe om 'n Gesonde Leefstyl te Handhaaf

Om 'n gesonde leefstyl te handhaaf, moet jy 'n gebalanseerde dieet eet wat baie vrugte en groente insluit. Dit is ook belangrik om gereeld te oefen en genoeg water te drink. Slaap is 'n ander belangrike faktor – kinders moet ten minste agt uur per nag slaap. Boonop kan dit help om stres te bestuur deur ontspanningsaktiwiteite soos joga of meditasie te doen. Goeie higiënepraktyke, soos gereelde handewas en die instandhouding van skoon omgewings, is ook noodsaaklik.



'n Gebalanseerde dieet beteken dat jy van al die voedselgroepe moet eet: proteïene, koolhidrate, vette, vitamïene, en minerale. Probeer om weg te bly van verwerkte kosse wat baie suiker en sout bevat. Maak seker jy eet gereeld maaltye en moenie ontbyt oorslaan nie, aangesien dit die belangrikste maaltyd van die dag is.

Gereelde oefening beteken dat jy minstens 30 minute per dag aktief moet wees. Dit kan insluit draf, stap, swem, of enige sport wat jy geniet. Oefening help nie net om jou fisies gesond te hou nie, maar dit verbeter ook jou gemoedstoestand en energievlakke.

Water is lewensbelangrik omdat dit help om die liggaam gehidreer te hou en die verwydering van afvalstowwe te ondersteun. Probeer om minstens agt glase water per dag te drink. Vermyn drankies wat baie suiker of kafeïen bevat, aangesien dit jou kan dehidreer.

Slaap speel 'n kritieke rol in jou gesondheid. Tydens slaap herstel jou liggaam en brein, wat jou help om beter te funksioneer gedurende die dag. Te min slaap kan lei tot gesondheidsprobleme soos oorgewig, swak konsentrasie, en 'n verswakte immuunstelsel.

Ten slotte, probeer om 'n balans tussen werk en ontspanning te vind. Te veel stres kan jou gesondheid negatief beïnvloed. Maak tyd vir aktiwiteite wat jy geniet en spandeer tyd saam met vriende en familie.

- Begripstoets (15)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (15) (Werkwoorde, verlede tyd, eienaam, antoniem, sinoniem, meervoud, toekomstige tyd, direkte rede, letterlik of figuurlik, voegwoorde, alfabetiese volgorde)

VRAAG 4: TAAL EN KONVENSIES

4. Antwoord die volgende vrae.

4.1 Onderstreep die werkwoord in die volgende sin: (1)

Kinders moet ten minste agt uur per nag slaap.

4.2 Verander die volgende sin na die verlede tyd: (2)

Dit is belangrik om gereeld te oefen.

4.3 Onderstreep die eienaam in die volgende sin: (1)

Arno eet roomys by die strand.

4.4 Gee 'n antoniem vir die onderstreepte woord: (1)

Oefening help nie net om jou fisies gesond te hou nie, maar dit verbeter ook jou gemoedstoestand en energievlakke.

4.5 Gee 'n sinoniem vir die onderstreepte woord: (1)

Tydens slaap herstel jou liggaam en brein, wat jou help om beter te funksioneer gedurende die dag.

4.6 Verander die stelsin in 'n vragin sodat die ondertrepte gedeelte die antwoord is. (1)

Die skoolsportweek begin op die 27ste Junie en eindig op die 31ste Junie.

Vragin:

Antwoord:

4.7 Gee die meervoud van jaar: _____ (1)

4.8 Skryf die volgende sin in die toekomstige tyd. (1)

Die klasse stap in alfabetiese volgorde die stadion in.

4.9 Verdander die volgende sin in die direkte rede. (2)

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2. Kyk na die volgende

EET

Lucky Star Sardyne, Sardientjies, Middelmootvis en Tuna bevat nie net baie PROTEÏENE en OMEGA-3-VETSURE nie, maar dit het ook die goedkeuring van die Hart- en Beroerte-stigting van Suid-Afrika, wat mense aanmoedig om gesond te eet en 'n gesonde lewenstyl te handhaaf.

Voordede van die produkte sluit in:

- Bevat minder versadigde vette
- Bevat minder cholesterol
- Bevat minder sout
- Help om hartkwaile te voorkom
- Verlaag bloeddruk, help om bloeddrukke en hartaritmie te voorkom; en
- Beskerm die are deur te voorkom dat plaatjies aan mekaar vas sit.



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9

Test Total: 50

Dm

Grade 7 Life Orientation Term 3 Test 1

1.2. Match the description with its correct term. (5)

Description	Term
1.2.1. The active psychoactive ingredient in marijuana that produces mind-altering effects.	a) Tobacco
1.2.2. This substance is commonly associated with causing severe respiratory diseases, and even lung cancer.	b) Alcohol
1.2.3. This substance is often referred to as the "club drug" and is known for its stimulant and hallucinogenic effects.	c) THC (tetrahydrocannabinol)
1.2.4. This substance is legal for people over 18 but can be misused and lead to addiction.	d) Ecstasy (MDMA)
1.2.5. This substance is derived from the opium poppy plant and is known for its pain-relieving properties.	e) Heroin
1.2.1.	1.2.2.
1.2.3.	1.2.4.
1.2.5.	

1101

QUESTION 2

2. Fill in the missing words.

2.1. Excessive alcohol drinking can cause problems for the _____ and other organs.



2.2. Cigarettes contain nicotine, tar, and other chemicals which many people find has a _____ effect. However, cigarettes cause harm to the lungs.

2.3. Coffee is a very popular drink as it helps people feel awake. The ingredient that causes this effect is called _____.

2.4. Many drugs are _____ which means that users feel that they need to take them all the time.

2.5. Drugs not only have lethal effects on the human body, but they also ruin friendships, families and make it impossible to hold down a _____.

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- Substance abuse (Types, signs, symptoms, personal factors, prevention)
- Environmental health (local health problems, community & individual projects to deal with health problems, problem solving skills)
- World of work

QUESTION 5

5. Read the following case studies and answer the questions that follow.

5.1. CASE STUDY I

LEARNER PROFILE

MY DETAILS

Name: Sarah

Age: 13

Grade: 7

BACKGROUND

Sarah comes from a rural community where access to quality education and resources is limited. She has always had a passion for animals and dreams of becoming a veterinarian to help sick and injured animals in her community.

PERSONALITY CHARACTERISTICS

- Compassionate: Sarah has a natural empathy towards animals and people in need.
- Determined: Despite the challenges she faces, Sarah is determined to pursue her dream.
- Curious: She is always eager to learn and explore new things, especially when it comes to animals.

SCHOOLING AND CHALLENGES

- Limited Resources: Sarah's school lacks proper facilities and resources for science subjects, which are crucial for a career in veterinary science.
- Academic Performance: While Sarah is a hardworking student, she struggles with some subjects like mathematics and science, which are essential for veterinary studies.
- Career Guidance: Sarah's school lacks career guidance resources, making it difficult for her to understand the requirements and steps needed to become a veterinarian.

5.1.1. What is Sarah's dream career, and why is she interested in it? (2)

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6

4. Answer the following question

4.1. List 3 types/forms of substance abuse.

4.2. What are the symptoms of physical, 3 emotional and 3 behavioural substance abuse?

4.3. Explain TWO intrapersonal factors that contribute to substance abuse. (2)

4.4. Provide an example of a protective factor that can reduce the likelihood of substance abuse. (1)

4.5. True or false: Environmental health refers to only the physical condition of the natural environment and does not impact human well-being. (1)

True False

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Test Total: 70

Number of pages: 12



Grade 7 Life Orientation Term 3 Test 2

- b) Give two negative effects that the polluted river has on the people in Greenview. (2)

- c) Name two actions the Greenview Youth Group took to deal with the problem. (2)

- d) Suggest two more things the community could do to prevent the river from becoming dirty again. (2)

2.2. Match the following environmental health problems with the correct solutions. Write the letter (a-d) in the grid below. (4)

Environmental Problem	Possible Solution
1. Chemical dumping	a) Install rubbish bins in public areas
2. Water wastage	b) Use eco-friendly cleaning products
3. Littering	c) Report factories to environmental authorities
4. Air pollution	d) Fix leaking taps and use water wisely

1. 2. 3. 4.

2.3. Choose the correct answer: What is the FIRST step in creating an action plan to solve an environmental problem? (1)

- a) Start cleaning up ☐
- b) Raise money ☐
- c) Identify and define the problem ☐
- d) Talk to a councillor ☐



2.4. What does it mean to make "environmentally sound choices"? Give one example. (2)

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4

- Substance abuse (Types, signs, symptoms, personal factors, prevention)
- Environmental health (local health problems, community & individual projects to deal with health problems, problem solving skills)
- World of work

QUESTION 3

3.1. Read the case study below and answer the questions that follow.

Thuli is a registered nurse who works at a large public hospital in Johannesburg. Her employer is the Department of Health. She wears a clean blue uniform and comfortable shoes every day. Her job includes checking patients' vital signs, giving medicine, and supporting doctors in treating patients.



Thuli uses equipment such as thermometers, blood pressure machines, and syringes. She must be caring, patient, responsible, and hardworking. To become a nurse, she had to pass Life Sciences and English at school, and study nursing at a college for four years. She studied at a nursing college linked to a university.

Thuli says her job is not easy, but she feels proud because she helps people get better. She says that working as a nurse gives her a sense of purpose and personal fulfilment.

- a) What is the name of Thuli's career? (1)

- b) Who is Thuli's employer? (1)

- c) Describe the dress code for her career. (1)

- d) Name two tools or pieces of equipment she uses at work. (2)

- e) Name two activities related to her work environment. (2)

- f) Which two personality characteristics are important for this job? (2)

- g) Name one school subject that is important for this career. (1)

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QUESTION 2

2.1. Read the case study below and answer the questions that follow.

The Dirty River in Greenview

Greenview is a small community near a river that has become extremely polluted over the past year. The pollution comes from littering, illegal dumping, and chemicals from nearby factories. Many residents have complained about the smell, and some children in the area have developed skin rashes after swimming in the river.



The Greenview Youth Group decided to take action. They organised a community clean-up day, created posters to raise awareness, and asked the local municipality to test the water. They also launched a campaign encouraging people to recycle and dispose of waste properly.

- a) Identify two environmental health problems mentioned in the case study. (2)

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3

Test Total: 70
Number of pages: 10



Grade 7 History Term 3 Test I

QUESTION 4

4. Read the text below and answer the questions that follow.



4.1. What religion did slaves bring to the Cape?

4.2. How were slaves sold to the slave owners?

4.3. Name 3 rules slaves had to follow.

4.4. Describe what the living conditions like for slaves at the Cape?

4.5. How were slaves treated by their owners and overseers?

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4.6. Were slaves allowed any freedoms or rights?

QUESTION 5

5.1. What was the ship that shipwrecked at the Cape?

5.2. What made the Cape suitable as a halfway station?

5.3. The Trek Boers' way of life was destructive because of them.

5.4. Name 3 languages from which the early Afrikaans language developed.

5.5. Give two reasons why Genadendal was founded between 1738 and 1745.

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QUESTION 6

6. Have a look at the picture below and answer the questions that follow.



6.1. What is the evidence in the picture that the Xhosa and Dutch had come into contact with each other by this stage? (1)

6.2. Is there any evidence in the picture to suggest that this contact was hostile? Explain your answer. (1)

6.3. Read the text and answer the questions that follow.



William Bleek and Lucy Lloyd were two pioneering researchers who made significant contributions to the study of the indigenous peoples of Southern Africa, particularly the San people. Their work was crucial in preserving the cultural heritage and languages of these communities. Here's a brief overview of their work:

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6

Colonisation of the Cape 17th - 18th centuries.

- VOC settlement at the Cape
- Dutch slave trade
- Lives of slaves
- Huguenot immigration to the Cape
- Trekboers
- Genadendal: The first mission station in southern Africa 1738
- William Bleek and Lucy Lloyd



5

Test Total: 50

Number of pages: 11

Dm

Grade 7 History Term 3 Test 2

QUESTION 2

2. Study Source A and answer the questions that follow:
Source A: Excerpt from a diary of a Dutch settler (1660s)

We arrived at the Cape to set up a refreshment station for passing ships. Soon, we needed more land for grazing. Slaves were brought from places such as Madagascar and Indonesia to help with labour. They live in harsh conditions, but the work must be done.

- 2.1. Why did the VOC decide to settle permanently at the Cape in 1652? (1)
-
- 2.2. From where were most of the slaves brought to the Cape? (1)
-
- 2.3. According to the source, what was the main reason for bringing slaves to the Cape? (1)
-
- 2.4. What does the source suggest about the way settlers viewed slaves? (1)
-
- 2.5. In your own words, describe two ways in which the lives of slaves at the Cape were difficult. (2)



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[6]

QUESTION 6

6. Write an essay on one of the following topics:

Topic 1: What it was like to be a slave at the Cape
Describe what it was like to be a slave at the Cape. In your answer, mention where the slaves came from, how they were brought to the Cape, what work they did, how they were treated, and how they resisted their conditions.



Topic 2: Expanding European Frontiers

The movement of trekboers (farmers) with their slaves and servants inland. Explore why these farmers moved further into the interior and how they lived. Lifestyles of trekboers. Discuss what life was like for them, including their daily routines and challenges.

3. Source B: A painting of a tree



Curries:

- 3.2. What role did slaves and servants play in the lives of the trekboers? (1)
-
- 3.3. What was one consequence of the movement of trekboers for the indigenous people? (1)
-
- 3.4. Mention one contribution of the Huguenots to the Cape. (1)
-
- 3.5. Identify and explain one way in which the expanding frontiers impacted land ownership for the indigenous population. (2)

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Test Total: 50

Number of pages:

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2

Colonisation of the Cape 17th - 18th centuries.

- VOC settlement at the Cape
- Dutch slave trade
- Lives of slaves
- Huguenot immigration to the Cape
- Trekboers
- Genadendal: The first mission station in southern Africa 1738
- William Bleek and Lucy Lloyd



Grade 7 Geography Term 3 Test 1

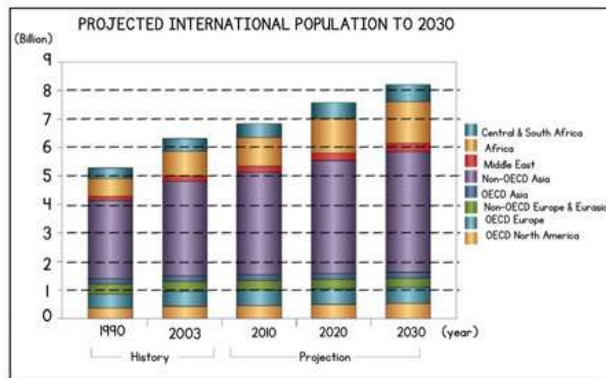
SECTION B: WORLD POPULATION GROWTH

QUESTION 2

2. The graph you see is called "Projected International Population to 2023." This means the graph shows an estimate of how many people will live in different parts of the world by the year 2023. The numbers in the graph are predictions based on information we have now.

Key Terms

- Population: The number of people living in a particular area.
- Projection: An estimate or prediction about the future.
- OECD: A group of countries with advanced economies and higher standards of living.
- Non-OECD: Countries that are not part of the OECD, which may have varying levels of economic development.



2.1. Name TWO reasons why understanding population projections is important. (2)

2.2. When did the world population reach 5 billion? (1)

- Population concepts (birth rates, death rates, infant mortality rates, life expectancy.
- World population growth
- Wildspread illnesses (HIV, AIDS, Malaria, TB)
- Pandemics of the past (Spanish flu)
- Economic status, conflict and wars (affecting population growth)
- Scientific developments

QUESTION 5

5. Read the case study below and answer the questions that follow.

The Spanish Flu Epidemic in South Africa

The Spanish Flu epidemic, also known as the 1918 influenza pandemic, was one of the deadliest pandemics in history. It affected millions of people worldwide, including South Africa. The epidemic reached South Africa in September 1918 and had a significant impact on the population.



In September 1918, the Spanish Flu arrived in South Africa, brought by soldiers returning from World War I. The flu spread rapidly across the country, causing widespread illness and death. It is estimated that around 500,000 South Africans died from the Spanish Flu, which was approximately 6% of the population at the time. The epidemic overwhelmed medical facilities, and there were not enough doctors or nurses to care for the sick.

The Spanish Flu affected people of all ages, but it was particularly deadly for young adults. Communities were devastated as families lost multiple members within a short period. Schools and businesses closed, and public gatherings were banned to prevent further spread of the virus. Despite these measures, the flu continued to spread, leaving a lasting impact on the country.

5.1. What was the Spanish Flu epidemic? (1)

5.2. How did the Spanish Flu arrive in South Africa? (1)

5.3. Name the Global Goal that is responsible for providing healthcare for all. (1)

5.4. Which age group was particularly affected by the Spanish Flu? (1)

5.5. Name TWO measures that were taken to prevent the spread of the Spanish Flu in South Africa? (2)

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3.1. The conflict bet
people have been f
What effect will th
neighbouring count

3.2. Many people lo
of combat. Name T

3.3. True or false: Th
Goals.

True False

3.4. True or false: Countries in the northern hemisphere tend to have a higher life expectancy.

True False

3.5. True or false: The sustainable development goals aim to achieve decent lives for all on a healthy planet by 2020.

True False



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Test Total: 50

Number of pages: 13



Grade 7 Geography Term 3 Test 2

QUESTION 2

2. Study the table below and answer the questions that follow:

Country	Birth Rate (/1000)	Death Rate (/1000)	Population Growth Rate (%)	Infant Mortality Rate (/1000)	Life Expectancy (years)
South Africa	19	9	1.0%	27	64
Nigeria	37	12	2.5%	74	55
Egypt	23	5	1.8%	18	72
Kenya	28	7	2.1%	35	63
Ethiopia	31	8	2.3%	41	67

2.1 Which country has the highest infant mortality rate? (1)

2.2 Which country has the lowest life expectancy? (1)

2.3 Define the term "population growth rate." (2)

2.4 Which country has the highest population growth rate? Provide a reason based on the data. (2)

2.5 Compare the life expectancy of Egypt and Nigeria. What factors might explain the difference? (2)



- Population concepts (birth rates, death rates, infant mortality rates, life expectancy.
- World population growth
- Widespread illnesses
- Pandemics of the past (Spanish flu)
- Economic status, conflict and wars (affecting population growth)
- Scientific developments

3.2 List two ways scientific developments have helped control diseases. (2)

3.3 Name one widespread illness that affects population growth in Africa. (1)

3.4 How did the Spanish flu pandemic affect population growth? (2)

3.5 Compare the Spanish flu to the COVID-19 pandemic in terms of global spread and death rates. (3)

3.6 What is one reason why the world population grew rapidly after 1900? (1)

3.7 Define "life expectancy." (2)

3.8 According to the graph, during which century did the population grow most rapidly? (1)

3.9 How do conflict and war affect population growth? (2)

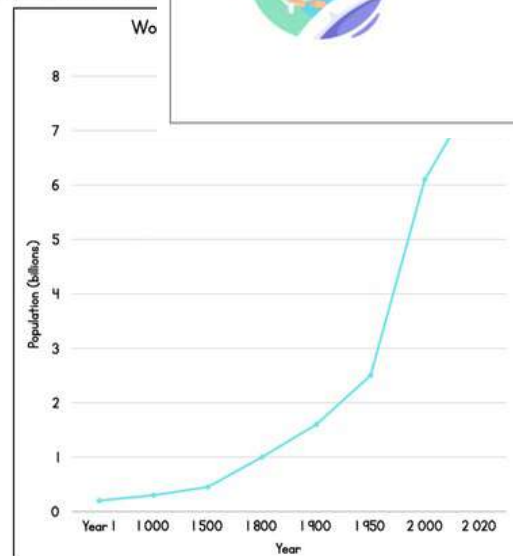
3.10 Explain how economic status influences birth and death rates. (2)

[20]

3. Read the case study and

Pandemics and Health

Pandemics have affected 1 infected over 500 million p quickly due to poor medic In recent years, diseases I been widespread in develo including improved sanitat reduce death rates in sorr



3.1 What is meant by "infant mortality rate"? (2)

Test Total: 50

Number of pages: 9



Grade 7 Natural Science Term 3 Test 1

QUESTION 2

2.1. Match the term in column A with its correct definition in column B. Write your answer in column C. (4)

Term	Description	Answer
1. Renewable energy	A. The transfer of heat through a material without the material itself moving.	
2. Potential energy	B. Energy stored in an object due to its position or state.	
3. Conduction	C. Materials used to reduce the transfer of heat.	
4. Insulation	D. Energy that comes from resources that are naturally replenished.	

2.2. Write down the energy type with its correct example. (3)

Example	Energy type
 Moving car	a) _____
 Food	b) _____
 Hot cup of tea	c) _____

2.3. Read the scenarios below and answer the questions that follow.

a) A toaster is plugged in and used to make toast.
What type of energy is converted into heat energy in the toaster?

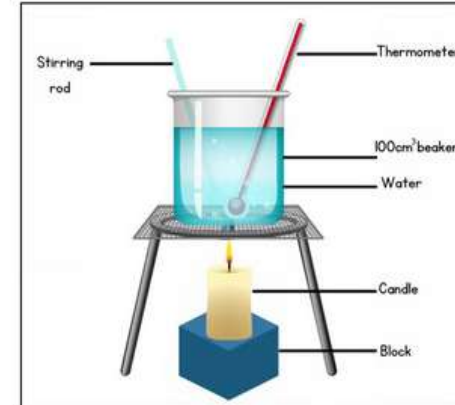
b) A solar-powered calculator is used during the day.
What type of energy is converted into electrical energy in this device?

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- Sources of energy
- Potential & Kinetic energy
- Heat transfer
- Insulation & energy saving
- Energy transfer to surroundings

QUESTION 4

4. Hannah investigated the heating of water. She predicted that the rise in temperature would depend on the volume of water. The diagram below shows the apparatus used.



Hannah recorded her results in a table as shown below.

Beaker	Volume of water in cm^3	Temperature at start in $^{\circ}C$	Temperature after 2 minutes, in $^{\circ}C$
A	25	18	30
B	50	18	24
C	75	18	22

4.1. Identify the independent and dependant variable for this investigation. (2)

Independent: _____

Dependant: _____

4.2. Why did Hannah need to know the temperature of the water at the beginning and at the end of the experiment? (2)

4.3. Did Hannah's results support her prediction? Explain your answer. (2)

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QUESTI

3.1. Name 3 advantages and 3 disadvantages.

Advantages:

- _____
- _____
- _____

Disadvantages:

- _____
- _____
- _____

3.2. Why is energy important? (2)

3.3. What are the environmental implications of using fossil fuels? (2)

Test Total: 50

Number of pages: 12

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Grade 7 Natural Science Term 3 Test 2

- c) Heat from a fire reaching your face
d) Melting of ice
1.8. What is wasted energy?
a) Energy we use efficiently
b) Energy stored for later use
c) Energy that escapes into the surroundings
d) Energy that is transformed

(1)

- 1.9. A solar panel uses which type of energy?
a) Electrical
b) Mechanical
c) Light
d) Kinetic

(1)

- 1.10. What happens to thermal energy in a closed hotbox?
a) It increases rapidly
b) It escapes quickly
c) It is trapped by insulation
d) It is destroyed

(1)

1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.	1.9.	1.10
------	------	------	------	------	------	------	------	------	------

(10)

QUESTION 2

2.1. Match Column A with Column B by writing the correct letter in the

Column A	Column B
1. Radiation	A. Transfer of heat in liquids and gases
2. Conduction	B. Stored energy in an object due to its position
3. Convection	C. Transfer of heat through empty space
4. Potential Energy	D. Heat transfer through solids
5. Kinetic Energy	E. Energy of movement

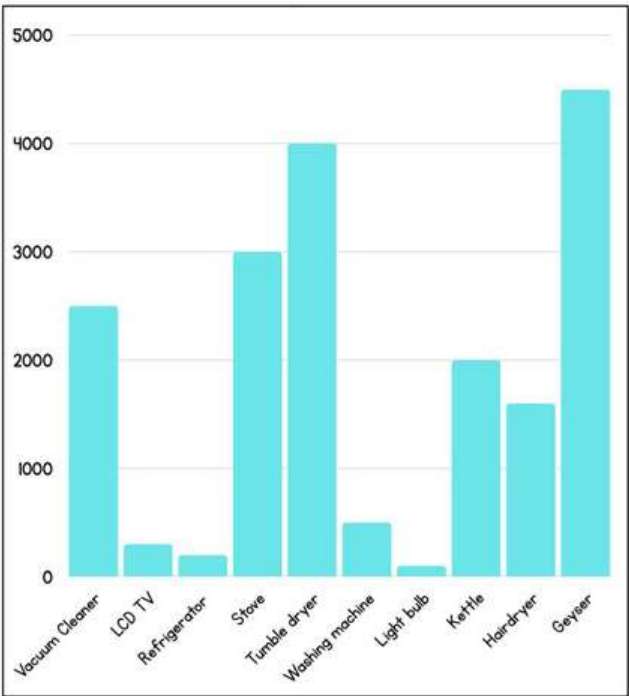


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- Sources of energy
- Potential & Kinetic energy
- Heat transfer
- Insulation & energy saving
- Energy transfer to surroundings

QUESTION 5

5. Study the table and answer the questions below:



5.1. Identify the three appliances with the lowest electricity usage. (1)

5.2. What is the total electricity used by the vacuum cleaner, stove, and kettle combined? Show your working. (2)

QUESTION 3

3.1. List two renewable and two non-renewable

3.2. Explain how insulation helps keep a house

3.3. Give one example each of potential energy

3.4. Describe how energy is transferred in the following situation:
A candle heats a metal spoon placed above it.

3.5. What is the difference between useful energy and wasted energy?

3.6. State the law of conservation of energy in your own words.



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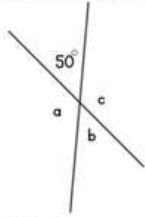
Test Total: 50
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Grade 7 Mathematics Term 3 Test I

QUESTION 1: MEASURING & CONSTRUCTING ANGLES

1.1. Calculate angles a, b and c. Explain your reasoning for each letter. (6)



a) Angle a: _____

Reason: _____

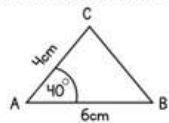
b) Angle b: _____

Reason: _____

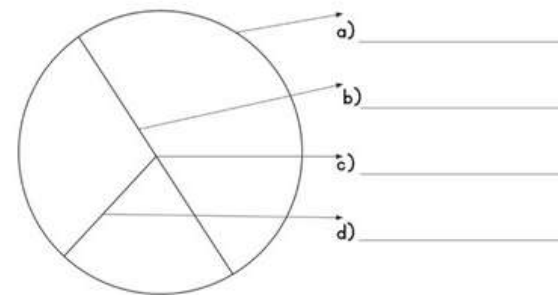
c) Angle c: _____

Reason: _____

1.2. Construct an accurate triangle, ABC, with the dimensions shown in the diagram.

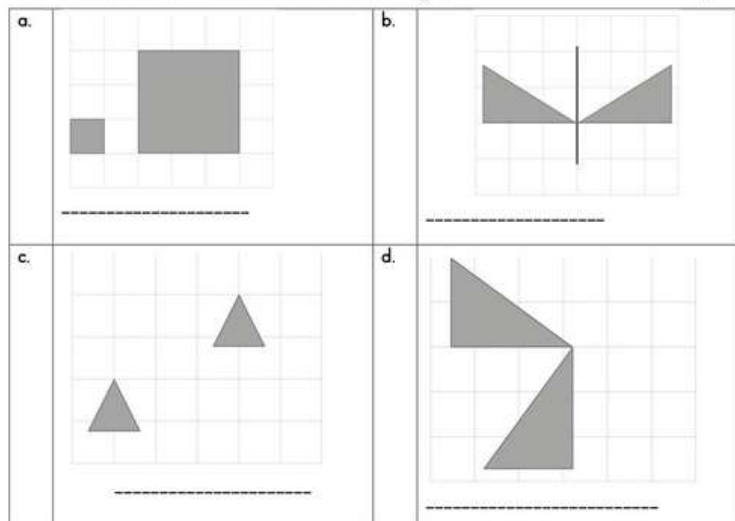


2.3. Name these parts of the circle: (4)



QUESTION 3: TRANSFORMATIONS

3.1. Name the transformation in each of these images: (4)

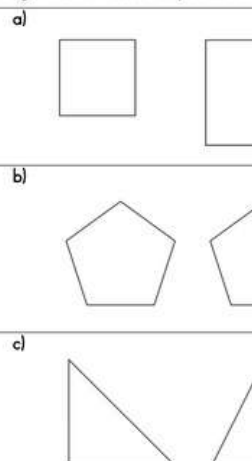


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QUESTIONS

2.1. Say whether these shapes are similar or not.



2.2. Match the description in column A with the name of the 2D shape in column B. (6)

Column A	Column B	Match from column A
1. The line the width of the circle going through the centre.	a) Square	
2. A triangle	b) Rectangle	
3. A four-sided shape where all four sides are equal.	c) Equilateral triangle	
4. A triangle where two sides are equal.	d) Congruent	
5. A four-sided shape where the opposite sides are equal.	e) Isosceles triangle	
6. When two shapes are the same size and shape.	f) Diameter	

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6

- Construction of geometric figures
- Measuring and classifying angles
- Geometry of straight lines (Line segment, ray, parallel lines, perpendicular lines)
- Geometry of 2D shapes
- Classifying 2D shapes
- Transformations: enlargements & reductions

Test Total: 50

Number of pages: 12



Grade 7 Mathematics Term 3 Test 2

QUESTION 1

1. Define the following terms:

1.1. Parallel lines

(2)

1.2. Ray

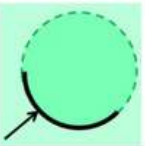
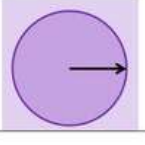
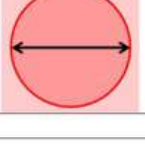
(1)

1.3. Line segment

(1)

1.4. Fill in the table below by naming the parts of the circle.

(4)

Parts of a circle	Name
a) 	
b) 	
c) 	
d)	

- Construction of geometric figures
- Measuring and classifying angles
- Geometry of straight lines (Line segment, ray, parallel lines, perpendicular lines)
- Geometry of 2D shapes
- Classifying 2D shapes
- Transformations: enlargements & reductions

2.3. Draw a circle and indicate the lines of symmetry.

(2)



2.4. Draw the lines of symmetry for the following shapes.

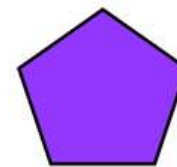
2.4.1.

(1)



2.4.2.

(1)



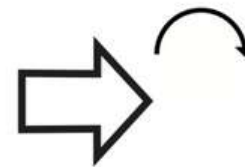
2.2. Measure c

2.2.1.



2.5. Rotate the shape below by following the arrow.

(2)



2.2.2.

(20)

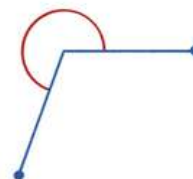


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2.2.3.

(2)



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Test Total: 50

Number of pages: 9



Grade 7 Economic Management Sciences Term 3 Test 1

QUESTION 2: SHORT ANSWERS

2. Answer the following questions.

2.1. Give a clear definition of an Entrepreneur. (2)

2.2. Name THREE characteristics of a successful entrepreneur. (3)

2.3. Why is it important for an entrepreneur to set goals? (2)

2.4. Explain the difference between needs and wants. (4)

2.5. Say whether the following statements are true or false. Tick the appropriate column. (5)

Statement	True
2.5.1. Education is not considered a primary need for families.	
2.5.2. The main challenge individuals, families and societies face when managing their resources in the economy is limited resources.	
2.5.3. Entertainment and travel is a primary need.	
2.5.4. Unlimited money is an example of a limited resource.	
2.5.5. Basic infrastructure is essential for national well-being.	



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- The entrepreneur (Definition, characteristics, skills, buying & selling, making a profit)
- Starting a business (Formal & informal businesses, needs & wants, SWOT analysis, setting & achieving goals, advertising & principals of advertising)

3.3. Name an opportunity that will be good for her business in the future. (2)

3.4. Calculate the profit if Sarah spends R500 on materials and sells her products for R1500. (1)

(8)

QUESTION 4: BUDGETING

4.1. Use the information supplied below and draw up a budget for Minathi's Art gallery for December 2024. Minathi's business earns about R25 000 per month. (11)

Her expenses are:

- Rent: R5 500
- Salaries: R5 000
- Water and electricity: R2 100
- Advertising: R920
- Stationery: R2 300
- Wages: R1 500



The business also receives R750 per month from interest on a fixed deposit. At the end of November 2021, the bank balance was R2200.

Minathi's Art Gallery: Budget for 2024

Income	Amount	Expenses	Amount
Total Income		Total Expenses	

4.2. What will her bank balance be at the end of December 2024? (2)

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QUESTION 3: CASE STUDY

3. Read the case study below:

Sarah is a young entrepreneur who makes handmade crafts. She decided to start a business called "Sarah's Crafts." She sells her crafts at local markets and events to reach more customers. She also sells handmade jewellery, decorative items, and home decor.

To start her business, Sarah used her savings to buy materials and set up her online store and through word-of-mouth. She was successful, so she created a budget.

Sarah focused on understanding her business model to create effective advertising and customer service. She also applied her business progress and made necessary adjustments.

One of the biggest challenges Sarah faced was managing her expenses and making a profit. She kept detailed records of her costs and sales to ensure she stayed on track. Sarah also did a SWOT analysis to identify her business strengths, weaknesses, opportunities, and threats. This helped her make informed decisions and improve her business strategies.

Sarah's dedication and hard work paid off, and her business grew steadily. She is now considering expanding her product range and hiring an assistant to help with production and sales.

3.1. List THREE strengths that Sarah has that will help her to make her business a success. (3)

3.2. List TWO weaknesses that Sarah has. (2)

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Test Total: 50
Number of pages: 10



Grade 7 Economic Management Sciences Term 3 Test 2

QUESTION 2

2. Circle True or False next to each statement.

2.1. Formal businesses are registered and pay tax. (1)

True False

2.2. Advertising aims to create interest and encourage people to buy products. (1)

True False

2.3. Fixed costs change based on how many products are made. (1)

True False

2.4. SMARTER goals help entrepreneurs plan better. (1)

True False

[4]

QUESTION 3

3. Match the concepts in Column A with their correct descriptions in Column B. Write only the letter (A–E) next to the number in Column A. (5)

Column A	Column B
1. Variable cost	A. A place where people trade without tax
2. Formal business	B. A cost that changes based on output
3. Informal business	C. Sells homemade products on the street
4. Manufacturing	D. Business registered with the government
5. Trading	E. Buying and selling of goods



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- The entrepreneur (Definition, characteristics, skills, buying & selling, making a profit)
- Starting a business (Formal & informal businesses, needs & wants, SWOT analysis, setting & achieving goals, advertising & principals of advertising)

QUESTION 5

5. Read the case study below and answer the questions that follow.

Lebo is a Grade 7 learner who loves preparing healthy meals. She often helps her family pack lunchboxes, and her friends always ask for her ideas.

One day, her teacher suggests she turn this passion into a business. Lebo decides to start a small lunchbox delivery service for learners and teachers at her school. She will prepare the lunchboxes at home and deliver them during break time. She wants to offer different meal options and use recyclable packaging. Her cousin will help her with deliveries using a bicycle.



She is excited but unsure what challenges she might face.

5.1. Conduct a SWOT analysis for Lebo's business idea. List two potential strengths, weaknesses, opportunities, and threats. (8)

Strengths	Weaknesses
Opportunities	Threats

5.2. How could Lebo reduce the risks from the threats and weaknesses you identified? (2)

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4. Answer the following questions

4.1. List any two characteristics of a business.

4.2. Explain the difference between a formal and an informal business.

4.3. Define skilful buying.

4.4. What is the main goal of a business?

4.5. Name two types of media used in advertising.

(2)

(12)



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4

Test Total: 50
Number of pages: 10



Grade 7 Technology Term 3 Test I

QUESTION 3: DESIGN BRIEF

3. Read the following scenario carefully.

A Grade R class in your school needs toys for children ages 3-6years old. They asked your grade 7 technology class to help them by making these toys. The school governing body does not have money to spend on these toys. Design and make a toy of your choice.

Design Brief: Create a design brief for a new toy using the following criteria:

- The toy must incorporate magnetism in its functionality.
- The toy must be safe for children aged 3-6.
- The toy must be environmentally friendly.

3.1. Write a design brief in ONE or TWO sentences indicating clearly what is it you are going to design and make to solve the problem. (3)

3.2. List 3 design specifications from the given scenario. (3)

3.3. Write ONE constraint that is limiting the developmental problem. (1)

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QUESTION 4: ELECTRIC CIRCUITS

4.1. Match the name of the component with its correct space provided.

- | | |
|----------------------|----------|
| 4.1.1. ammeter | a) _____ |
| 4.1.2. battery | b) _____ |
| 4.1.3. bulb | c) _____ |
| 4.1.4. cell | d) _____ |
| 4.1.5. switch (open) | e) _____ |
| 4.1.6. voltmeter | f) _____ |

4.1.1.	4.1.2.	4.1.3.	4.1.4.	4.1.5.	4.1.6.
--------	--------	--------	--------	--------	--------

4.2. Give the key word from its definition. (4)

4.2.1. The flow of electric charge. _____

4.2.2. A material that has low resistance and allows current to flow through it easily. _____

4.2.3. A measure of how difficult it is for a flow of charge to pass through a component. _____

4.2.4. A material that has a high resistance and does not allow current to flow through it. _____

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QUESTION 6: ELECTROMAGNETS

6. A learner investigated how the strength of an electromagnet is affected by the current through the electromagnet.

The equipment they used is shown in the figure below.



6.1. Describe how the learner used the equipment in the figure above to make an electromagnet. (3)

6.2. When the electromagnet was switched on, paperclips were attracted to the electromagnet. Explain why the paperclips were attracted to the electromagnet. (1)

The learner counted how many paperclips were attracted to the electromagnet.

The results are shown in Table 1.

Table 1

Current (A)	Number of paper clips attracted
0	0
1	6
2	12
3	17
4	25
5	30

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9

- Design brief
- Circuits & electricity
- Drawing a circuit
- Electromagnets

Test Total: 50

Number of pages: 13



Grade 7 Technology Term 3 Test 2

QUESTION 2

2. Match the concept in Column A with the correct description in Column B. Write your answer (letter a-e) in the grid below.

Column A	Column B
2.1. Oblique drawing	a) A magnet powered by electricity
2.2. Pulley	b) A drawing showing 3D objects
2.3. Electromagnet	c) A wheel with a rope used to lift loads
2.4. Conductor	d) Material that allows electric current to pass
2.5. Flow chart	e) Step-by-step diagram of a process

2.1.	2.2.	2.3.	2.4.	2.5.
------	------	------	------	------

[5]

QUESTION 3

3. Answer the following questions.

3.1. Name two types of permanent magnets.

[2]

3.2. What is the advantage of an electromagnet over a permanent sorting scrap metals?

3.3. List three materials that can be used to build a model crane.

3.4. Explain what a simple electric circuit needs to function.

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- Design brief
- Circuits & electricity
- Drawing a circuit
- Magnetism
- Electromagnets

QUESTION 7

7. Read the following scenario carefully.

Your school is planning a Recycling Awareness Day. You and your classmates have been asked to build a small working crane that can help sort magnetic metals (like steel and iron) from non-magnetic ones (like aluminium and copper) as part of the demonstration. The crane must use an **electromagnet** to lift and drop the metals. There is limited budget, and you must use recycled or low-cost materials.



7.1. Write a Design Brief in ONE or TWO sentences, clearly stating what you will design and make to solve the problem. [3]

7.2. List 3 Design Specifications from the given scenario. [3]

7.3. Write ONE Constraint that is limiting the development of the solution. [1]

[7]
GRAND TOTAL: 50

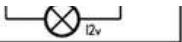
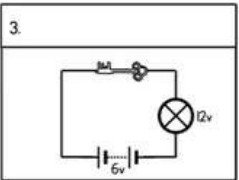
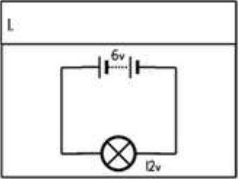
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7

QUESTION 4

4.1. Write in the space above each circuit whether

a) Off b) glowing dimly c) glowing



[4]

QUESTION 5

5.1. Draw a simple circuit diagram of an electromagnet using a cell, switch, light bulb, and coil wrapped around a nail. Use correct symbols. [5]



[5]

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5

Test Total: 50
Number of pages: 10



Grade 7 TERM 4

TEST BUNDLE PREVIEW



Grade 7 Afrikaans FAL November Test

VRAAG 1: BEGRIPSTOETS

I. Lees die volgende teks en beantwoord die vrae.

Hoofmeisie

Hoofmeisie is 'n Afrikaanse film wat gebaseer is op die boek van die bekende skrywer, Liane M. W. van der Merwe. Die verhaal volg die lewe van 'n dogter, genaamd Mia, wat haar drome en aspirasies as 'n tiener verken. Sy is 'n talentvolle jong meisie wat graag in 'n skoolproduksie wil optree, maar sy moet nie net haar akademiese uitdagings oorkom nie, maar ook die druk van haar maats, ouers en die gemeenskap. Mia voel dikwels dat sy nie goed genoeg is nie en sukkel om haar plek in die wêreld te vind.



HOOFMEISIE
Dit is jou lewe

Die film fokus op temas soos vriendskap, liefde, en die uitdagings van die tienerjare. Mia se vriendskappe word op die proef gestel, veral as sy moet besluit tussen haar loyaliteit aan haar vriende en haar drome. Sy ontmoet ook 'n interessante jong man, wat haar aanmoedig om haar drome na te streef, en sy begin haar selfvertroue opbou. Die verhaal illustreer hoe belangrik dit is om jouself te wees en nie op te gee nie, selfs al is die omstandighede moeilik.

Liane M. W. van der Merwe, die skrywer van die boek, het 'n agtergrond in onderwys en het haar passie vir stories en die jeug in haar skryfwerk ingebring. Haar werke is bekend vir hul geloofwaardigheid en die manier waarop dit jong mense se werklikhede weerspieël. Sy wil lesers inspireer om in hul drome te glo en om nooit hulself te verloor nie. Deur haar skryfwerk en die film het sy 'n sterk boodskap oor selfontdekking en moed aan die jonger generasie oorgedra.

Die film Hoofmeisie het groot sukses behaal en is deur baie gesien, wat dit een van die gewildste Afrikaanse films gemaak het. Dit het die jongmense se harte aangeraak en hulle geïnspireer om hul eie drome na te streef, terwyl dit die uitdagings van die tienerjare eerlik en sensitief benader.

1.1. Wat is die naam van die film? (1)

1.2. Wat is die hoofkarakter se uitdagings in die film? (1)

1.3. Wie moedig mia aan om haar drome na te streef? (1)

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2

VRAAG 4: TAALSTRUKTURE EN KONVENSIËS

4. Antwoord die volgende taal vrae:

4.1. Identifiseer die werkwoord in die volgende sin: (1)

Mia het hard gewerk om haar drome te bereik.

4.2. Verander die volgende sin na die ontkennende vorm: (1)

Mia gaan na die skool.

4.3. Skryf die volgende sin in die direkte rede: (2)

Mia het gesê sy wil haar drome volg.

4.4. Skryf die volgende sin in die indirekte rede: (2)

Mark sê, "Ek eet 'n appel".

4.5. Skryf die sin in die lydende vorm: (2)

Die skrywer het die boek geskryf."

4.6. Noem die sinsoort vir die volgende sinne: (3)

Sin	Sinsoort
a) Sam het uitgeroep: "Ek is so bly dat ek 'n vriend soos Liam het!"	
b) Sal jy my help om beter op te tree?	
c) Ek is baie dankbaar vir Liam se hulp.	

4.7. Onderstreep die byvoeglike naamwoord in die volgende sin. (1)

Sam het 'n goeie vriend in Liam gevind wat hom gehelp het om beter te gedra.

4.8. Skryf die volgende sin in die verlede tyd. (1)

Sam ontmoet vir Liam by die park.

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8

1.15. Identifiseer die byvoeg

Die pragtige toneelstuk he

1.16. Wil jy hierdie fliek kyk?

I. Kyk na die advertensie



2.1. Noem die maatskappy wat die film adverteer. (1)

2.2. Wat is die slagspreuk van hierdie maatskappy? (1)

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4

- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20) (Antoniem en sinonieme, meervoud en verkleinings, byvoeglike naamwoorde, werkwoorde, direk en indirekte rede, ontkennende vorm, lydende vorm, sinsoort, verlede tyd, voegwoorde)

60 Marks
12 Pages



Grade 7 Afrikaans FAL Term 4 Test

VRAAG 1: BEGRIPSTOETS

1. Lees die volgende dagboekinskrywing en beantwoord die vrae.

3 Augustus 2024

Liewe Dagboek.

Vandag was 'n ongelooflike dag! Ek het vroegoggend besluit om die naweek by die plaas van my oupa en ouma deur te bring. Toe ek daar aankom, het my ouma vir my 'n baie spesiale verrassing gehad. Sy het 'n oulike diereplaas agter in die tuin opgerig, en die diere was ongelooflik! Daar was bokkies, hoenders, en selfs 'n klein varkie wat ek "Pampoen" genoem het, omdat hy so vet en rond is.

Ek het vir die eerste keer probeer om een van die bokkies te melk. Dit was nogal moeilik, maar baie pret. Later het ek en my oupa bietjie gaan visvang in die dam. Ek het gelukkig 'n mooi vis gevang, en my oupa het vir my geleer hoe om die vis reg voor te berei.

Die dag het geëindig met 'n braaivleisete in die tuin onder die sterre. Ek het my oupa en ouma vertel hoe baie ek van die dag gehou het en hoe ek die tyd saam met hulle waardeur het. Ek kan nie wag om volgende keer weer hier te kuier nie!

Leker slaap, Dagboek!

Anna

1.1. Wat vir 'n soort teks is die dagboekinskrywing? (1)

- a) 'n Verhaal ☐
b) 'n Gedig ☐
c) 'n Dagboekinskrywing ☐
d) 'n Nuusberig ☐

1.2. Wat is die doel van die dagboekinskrywing? (1)

- a) Om 'n gebeurtenis te beskryf ☐
b) Om iemand te beledig ☐
c) Om 'n instruksie te gee ☐
d) Om 'n verslag te lewer ☐

1.3. Wie het die teks geskryf? (1)

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2

Finale weergawe:

Aantal woorde: _____ (10)

VRAAG 4: TAALSTRUKTURE EN KONVENSIES

4. Antwoord die volgende taal vrae:

4.1. Vul die gepaste byvoeglike naamwoord in: (1)

Anna het 'n _____ vis gevang.

4.2. Vul die trappe van vergelyking in: (1)

Die varkie is (vet), maar die bokkie is _____ en die ouma se koei is die _____.

4.3. Skryf die sin in die lydende vorm: (2)

Anna het die vis voorberei.

4.4. Skryf die sin in die bedrywende vorm: (2)

Die bokke is deur Anna gemelk.

4.5. Vervang die onderstreepte woorde met 'n gepaste voornaamwoord: (1)

a) Anna vertel aan haar oupa en ouma hoe baie sy die dag geniet het.

b) Anna en haar ouma het na die diere gaan kyk.

4.6. Kies die korrekte voegwoord om die sin te voltooi: (1)

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7

1.6. Watter een van

- a) Bokkies ☐
b) Katte ☐
c) Hoenders ☐
d) Varkie ☐

2. Bestudeer die b



2.1. Wie is die skrywer van hierdie boek? (1)

2.2. Beskryf die agtergrond van die boekomslag. (2)

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4

- Begripstoets (20)
- Visuele teks (10)
- Opsomming (10)
- Taalwerk (20) (Byvoeglike naamwoorde, lydende en bedrywende, trappe van vergelyking, voegwoorde, voornaamwoorde, sinsoort, verlede tyd, indirekte rede, ontkennde vorm, sinoniem en antonieme, feit of mening)

60 Marks
11 Pages



Grade 7 English FAL November Test

QUESTION 1: READING COMPREHENSION (20 MARKS)

1. Read the passage below and answer the questions that follow.

Flying Cars: The Future of Transportation?

For a long time, people have dreamed about flying cars. Flying cars are vehicles that can drive on roads and also fly in the air. Now, thanks to new technology, flying cars might become real soon.

Flying cars have wings or propellers that help them fly. They can help people travel faster and avoid traffic jams. Some companies, like Terrafugia and Aeromobil, are working on making flying cars.

Flying cars can save time, especially in busy cities where traffic is slow. They can also reach places that are hard to get to by normal cars. But there are problems to solve. Flying cars must be safe to use on roads and in the air. Governments will have to make new rules for flying cars in the sky.

Flying cars are also very expensive right now, so most people cannot buy them. But in the future, they might be cheaper.

If these problems are fixed, flying cars could change how we travel. Maybe soon, we will see flying cars in the sky!



1.1. What is a flying car? (2)

1.2. Name two companies that are making flying cars. (1)

1.3. List two advantages of flying cars. (2)

1.4. What is one big problem with flying cars? (1)

• Reading comprehension (20)

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2

• Visual Literacy (10)

• Summary (10)

• Language structures and conventions (20)

(Antonyms & synonyms, proper nouns, prefixes, transitive & intransitive verbs, direct & indirect speech, adjectives, plurals, prepositions, subject & object, passive voice, comparative & superlative, collective nouns, simple present tense)

QUESTION 4: LANGUAGE STRUCTURES & CONVENTIONS

4. Answer the language questions that follow.

4.1. Underline the verb in each sentence. Then say if it is transitive or intransitive. (2)

a) Engineers designed the new flying car. _____

b) The car flew over the city. _____

4.2. Change the sentence into indirect speech. (1)

Flying cars will change the future," said the engineer.

4.3. Fill in the correct form of the adjective in brackets. (1)

b) The new flying car model is the (expensive) on the market. _____

c) The (good) option for city travel could be flying cars. _____

4.4. Write the plural forms of these nouns. (1)

a) vehicle: _____

b) prototype: _____

4.5. Fill in the correct preposition. (1)

a) The flying car travels _____ the city.

b) Engineers are working _____ the new design.

4.6. Identify the subject and object in the sentence. (2)

The pilot flew the car.

Subject: _____

Object: _____

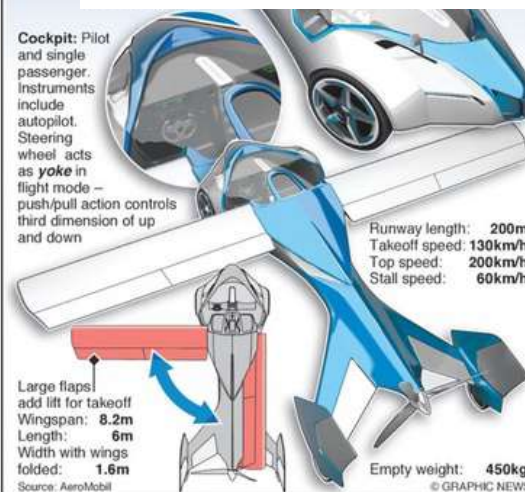
1.1. Add a prefix to

Safe: _____

2. Study the info:

AeroMob
of a spo

Propeller



2.1. What is the name of the flying car in the picture? (1)

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4

60 Marks

11 Pages

Dm

Grade 7 English FAL Term 4 Test

QUESTION 1: READING COMPREHENSION

1. Read the text and answer the questions that follow.

Siya Kolisi – A South African Inspiration

Siya Kolisi was born on June 16, 1991, in Zwide, a township outside of Port Elizabeth, South Africa. Raised in poverty, Kolisi faced many hardships growing up. Despite these challenges, his talent and passion for rugby were evident from a young age. His dedication and skill on the rugby field eventually earned him a scholarship to Grey High School, one of South Africa's top schools for rugby.



Kolisi's rise in the world of rugby is nothing short of remarkable. In 2018, he made history by becoming the first black captain of the South African national rugby team, the Springboks. Under his leadership, the Springboks won the 2019 Rugby World Cup, an achievement that united the nation and earned him international recognition.

Siya Kolisi's journey to success was not just about his rugby skills but also his resilience and determination to overcome the odds. He has often spoken about the importance of hard work, staying humble, and helping others. Kolisi believes that his story can inspire young people, especially those from disadvantaged backgrounds, to pursue their dreams no matter the obstacles.

Beyond rugby, Siya Kolisi is deeply committed to giving back to his community. He and his wife, Rachel, founded the Kolisi Foundation, a charity that works to provide assistance to underprivileged communities in South Africa. The foundation focuses on education, food security, and helping those affected by gender-based violence. During the COVID-19 pandemic, the Kolisi Foundation played a crucial role in distributing food and essential supplies to families in need across the country.

Kolisi is not only a sports icon but also a symbol of hope and unity in South Africa. His life story reminds us that no matter where we come from, with determination and a giving heart, we can achieve great things and make a difference in the lives of others.

1.1. Tick the correct box. Where was Siya Kolisi born? (1)

- a) Johannesburg ☐
b) Cape Town ☐
c) Zwide ☐
d) Durban ☐

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2

2. The image below shows Siya Kolisi. Examine the image and answer the questions that follow.



QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS

4. Answer the following language questions.

4.1. Choose the correct word to fill in the blanks. (1)

The rugby players were excited to _____ in the championship game.

- a) compete ☐
b) rest ☐
c) avoid ☐
d) refuse ☐

4.2. Identify the parts of speech for the underlined word in the sentence below. (1)

The team trained hard to improve their skills.

- a) Noun ☐
b) Verb ☐
c) Adjective ☐
d) Adverb ☐

4.3. Determine the type of sentence for the following. (1)

The team won the game, and they celebrated with great enthusiasm!

- a) Statement ☐
b) Question ☐
c) Command ☐
d) Exclamation ☐

4.4. Complete the sentence using the correct tense of the verb in brackets. (1)

The coach _____ (give) the players a pep talk before the game started.

- a) gave ☐
b) gives ☐
c) will give ☐
d) has given ☐

4.5. Complete the sentences with the correct form of the adjectives in brackets. (1)

Among all the players, John is the _____ (fast) runner on the team.

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9

- Reading comprehension (20)
 - Visual Literacy (10)
 - Summary (10)
 - Language structures and conventions (20)
- (Parts of speech, sentence types, verbs, adjectives, figurative language, pronouns, direct & indirect speech, prepositions, finite verbs, active & passive voice, attributive adjectives)

Siya and Rachel Kolisi founded the Kolisi Foundation with a vision to change the stories of inequality in South Africa, to see thriving communities. We work alongside others, adding our story to the stories of communities and individuals who are changing the world. By "remembering the one, one by one," we will impact the nation.



Who we are

The Kolisi Foundation was founded by Siya & Rachel Kolisi.

READ MORE



What we do

To help communities thrive, we aim to bring about systemic change by creating safe spaces through sport and education, addressing gender-based violence, and contributing to food security. We unite organisations to mobilise resources and strengthen infrastructure and learning.

READ MORE



How you can help

We encourage you to take hands with us to change the stories of inequality. By donating, collaborating or partnering with us, we can impact the nation, one by one.

GET INVOLVED

2.1. What is the name of the charity? (1)

2.2. Underline the correct answer. Look at the main image on the Kolisi Foundation's homepage. What message does this image convey about the Foundation's mission? (1)

- a) The image shows people working together, which represents the Foundation's commitment to community support.
b) The image shows a large donation check, indicating the Foundation is focused only on receiving money.

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5

60 Marks
11 Pages



Grade 7 English HL November Test

QUESTION 1: READING COMPREHENSION (20 MARKS)

1. Read the passage below and answer the questions that follow.

Flying Cars: The Future of Transportation?

For decades, the idea of flying cars has captured the imagination of science fiction enthusiasts. However, what was once just a fantasy is now becoming closer to reality. Advances in technology are making the development of flying cars possible, and they could change the way we travel in the near future.



Flying cars are essentially vehicles that can operate both on the ground and in the air. They are equipped with wings, propellers, or other forms of flight mechanisms. These vehicles would allow passengers to avoid traffic on roads and travel more quickly to their destinations. Several companies around the world, such as Terrafugia and Aeromobil, are already working on prototypes of flying cars.

One of the main advantages of flying cars is that they could significantly reduce the amount of time spent traveling. In busy cities where road congestion is a major problem, flying cars would offer a faster and more efficient alternative. Furthermore, flying cars could reach remote areas that are difficult to access by traditional vehicles.

Despite the excitement, there are also many challenges to overcome before flying cars become mainstream. Safety is a major concern. Engineers need to ensure that these vehicles are safe for use in both the sky and on the roads. Additionally, governments would need to create new regulations for air traffic, as flying cars would require special airspace management.

Another issue is cost. Flying cars are currently very expensive to produce, making them inaccessible to most people. However, as technology improves and production costs decrease, it is possible that flying cars could become more affordable in the future.

In conclusion, while flying cars are still in the early stages of development, they have the potential to revolutionize the way we travel. If the challenges can be addressed, we may soon see a future where flying cars are a common sight in the skies above our cities.

1.1. What is a flying car? (2)

(2)

- Reading comprehension (20)
 - Visual Literacy (10)
 - Summary (10)
 - Language structures and conventions (20)
- (Antonyms & synonyms, proper nouns, prefixes, transitive & intransitive verbs, direct & indirect speech, adjectives, plurals, prepositions, subject & object, passive voice, comparative & superlative, collective nouns, simple present tense)

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2

1.1. Add a prefix to
Safe: _____

2. Study the info:

AeroMob
of a spa

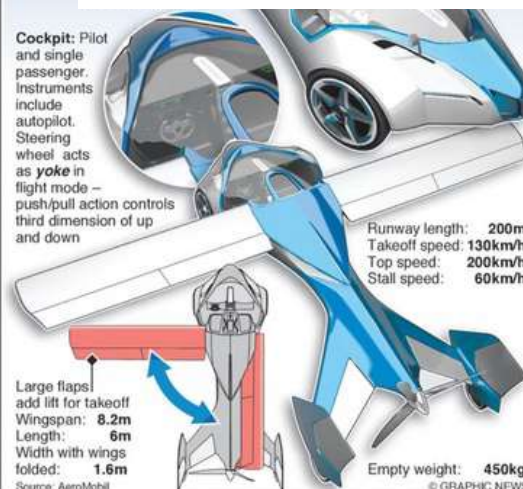
Propeller



Cockpit: Pilot and single passenger. Instruments include autopilot. Steering wheel acts as yoke in flight mode – push/pull action controls third dimension of up and down

Large flaps! add lift for takeoff
Wingspan: 8.2m
Length: 6m
Width with wings folded: 1.6m

Source: AeroMobil



Runway length: 200m
Takeoff speed: 130km/h
Top speed: 200km/h
Stall speed: 60km/h

Empty weight: 450kg

© GRAPHIC NEWS

2.1. What is the name of the flying car in the picture? (1)

(1)

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4

QUESTION 4: LANGUAGE STRUCTURES & CONVENTIONS

4. Answer the language questions that follow.

4.1. Underline the verb in each sentence. Then say if it is transitive or intransitive. (2)

- a) Engineers designed the new flying car. _____
b) The car flew over the city. _____

4.2. Change the sentence into indirect speech. (1)

Flying cars will change the future," said the engineer.

4.3. Fill in the correct form of the adjective in brackets. (1)

- b) The new flying car model is the (expensive) on the market. _____
c) The (good) option for city travel could be flying cars. _____

4.4. Write the plural forms of these nouns. (1)

- a) vehicle: _____
b) prototype: _____

4.5. Fill in the correct preposition. (1)

- a) The flying car travels _____ the city.
b) Engineers are working _____ the new design.

4.6. Identify the subject and object in the sentence. (2)

The pilot flew the car.

Subject: _____

Object: _____

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7

60 Marks
14 Pages

Bm

Grade 7 English HL Term 4 Test

QUESTION 1: READING COMPREHENSION (20 MARKS)

1. Read the passage below and answer the questions that follow.

Colleen Hoover and *It Ends with Us*

Colleen Hoover is a bestselling American author known for her emotionally charged and thought-provoking novels. One of her most popular books is *'It Ends with Us'*, which was published in 2016. The book quickly became a fan favourite, known for its powerful portrayal of difficult themes such as love, domestic violence, and self-discovery.



The story revolves around Lily Bloom, a young woman who moves to Boston to start a new life. She meets a handsome neurosurgeon, Ryle Kincaid, and they quickly fall in love. However, their relationship takes a dark turn as Ryle's past trauma leads to controlling and abusive behaviour. As Lily navigates the complexities of her relationship, she must also confront memories of her first love, Atlas Corrigan, who reappears in her life. The novel is a gripping exploration of how love can sometimes be both beautiful and painful.

What makes *'It Ends with Us'* stand out is its deep connection to Colleen Hoover's personal life. The author has shared that the book is partly inspired by her own experiences with domestic violence. She wanted to highlight the struggles that many people face in abusive relationships and show that leaving such a relationship can be one of the hardest, yet most important, decisions a person can make.

It Ends with Us has resonated with readers around the world. Many have praised the book for its raw honesty and emotional depth. It has become a must-read for anyone interested in stories about resilience, empowerment, and the complexities of love.



1.1. Who is the author of *'It Ends with Us'*? (1)

1.2. What is the central theme of the novel *'It Ends with Us'*? (1)

1.3. Describe the main character of the novel. What challenges does she face? (3)

- Reading comprehension (20)
- Visual Literacy (10)
- Summary (10)
- Language (20) (Synonyms & antonyms, adjectives, subject & predicate, degrees of comparison, simple past tense, past continuous tense, present continuous tense, collective nouns, sentence types, attributive adjectives)

QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS (20 MARKS)

4. Answer the following language questions.

4.1. Read the sentence below and identify the subject and predicate. (2)

Colleen Hoover connects her personal life to the story in *'It Ends with Us'*.

Subject: _____

Predicate: _____

4.2. Underline the adjectives in the following sentence: (3)

The novel is a gripping exploration of how love can sometimes be both beautiful and painful.

4.3. Fill in the blanks with the correct degree of comparison: (2)

The book is _____ (good) than her previous novels, but some readers find it the _____ (challenging) to read.

4.4. Choose the correct verb form to complete the sentence in simple present tense: (1)

Lily _____ (confront/confronts) her memories of Atlas in the novel.

4.5. Rewrite the following sentence in the simple past tense: (2)

She moves to Boston to start a new life.

4.6. Complete the sentence using the past continuous tense: (2)

While Lily _____ (navigate) her relationship, Ryle _____ (struggle) with his past trauma.

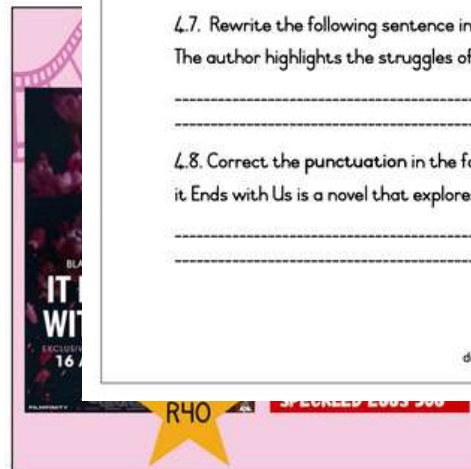
4.7. Rewrite the following sentence in the present continuous tense: (2)

The author highlights the struggles of people in abusive relationships.

4.8. Correct the punctuation in the following sentence: (1)

it Ends with Us is a novel that explores love domestic violence and self discovery.

2. Have a look at:



2.1. Name the company that is advertising the movie. (1)

2.2. What is the slogan of this company? (1)

2.3. What is the advertisement promoting? (1)

2.4. When was the movie released? (1)

2.5. How much will you pay for the limited edition combo? (1)

2.6. Who do you think is the character that is shown in the advert? (1)

60 Marks
12 Pages



Grade 7 Life Orientation Term 4 November Test

QUESTION 1

I. Answer the following questions in one or two sentences each.

I.1. Define substance abuse and provide one example. (2)

I.2. Identify two intrapersonal factors that may contribute to substance abuse. (2)

I.3. Describe one interpersonal factor that may lead to substance abuse. (1)

I.4. What does it mean to follow a balanced diet? (1)

I.5. Explain the purpose of having nutritional information labels on food. (1)

I.6. Explain what it means to be rewarded for good work in the workplace. (1)

I.7. Imagine you live in a busy city and it is facing lots of air pollution due to factory emissions.

a) Why is this a problem? (1)

b) Give two possible strategies or projects to help prevent or reduce this environmental health problem. (2)



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QUESTION 4

II. The WHO identified several major environmental health issues that contribute to the mortality rate of South Africa. Look at each of the following pictures and identify the health issue: (5)

Picture	Health issue
a) 	
b) 	
c) 	
d) 	
e) 	

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5

3. Read the text and answer the questions.

Software Developer

A software developer is responsible for developing computer applications. These applications are used by companies. To become a software developer, you need to complete a degree in computer science or at a university. Many developers use programming languages or technologies to create software.

Software developers often work in an office environment, depending on the company. They use various tools such as computers, coding software (like Python or Java), and collaboration platforms (like GitHub). Developers need to stay updated with the latest technologies and trends, so continuous learning is essential.

The job requires strong analytical skills, problem-solving abilities, and good communication, as developers often collaborate with teams to build and improve software.

3.1. How long must you study to become a software developer? (1)

3.2. What qualifications do you need to pursue a career as a software developer? (1)

3.3. Describe the dress code for a software developer. (1)

3.4. Why is continuous learning important for a software developer? (1)

(4)

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4

- Substance abuse
- Environmental health
- Personal diet & nutrition
- Common diseases
- Major religions in SA

50 Marks
12 Pages



Grade 7 Life Orientation Term 4 Test

d) Only eating fast food

1.7 How can political factors influence personal diet? (1)

- Government policies have no effect on what people eat.
- Taxes on unhealthy foods and subsidies for healthy foods can influence dietary choices.
- Political factors only influence diet during election season.
- Politicians decide your diet directly.

1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.
------	------	------	------	------	------	------

(7)

QUESTION 2

2.1. Match the common disease with its cause (social, economic, or environmental). Tick the correct answer in the table. You may only tick one block per disease. (6)

Disease	Cause		
	Social	Economic	Environmental
a) Tuberculosis			
b) Diabetes			
c) Epilepsy			
d) Obesity			
e) Anorexia			
f) HIV and AIDS			
g) Covid-19			

2.2. Explain how poor eating habits and physical inactivity can lead to one of the diseases listed in question 2.1. (2)

2.3. Fill in the missing words:

- Covid-19 has caused many _____ to close down due to economic shutdown. (1)
- Coughing, sneezing, sore throat and a fever are _____ of Covid-19. (1)

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3

QUESTION 3

3.1. Match the holy book/scripture used in each of the following religions. Write your answer (letter only) in the table below. (7)

Religion	Holy book/scripture
1. Judaism	a) Quran 
2. Christianity	b) Tripitaka 
3. Islam	c) Kitáb-i-Aqdas 
4. Hinduism	d) Torah 
5. Buddhism	e) Oral tradition (no specific scripture) 
6. Baha'i faith	f) Bible 
7. African religion	g) Vedas 

1.	2.	3.	4.	5.	6.	7.
----	----	----	----	----	----	----

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5

3.2. Explain the role of

4. Read the following

Sarah is a 13-year-old Type 1 diabetes. She condition where her which is necessary I must now manage monitor her blood s because she plays k

At school, she faces challenges like avoiding sugary snacks and dealing with classmates who don't understand her condition. Despite these challenges, Sarah is determined to live a healthy and active life. She has also started educating her friends about diabetes and the importance of a balanced diet.

4.1. What is Type 1 diabetes, and how does it affect Sarah's body? (3)

4.2. List TWO lifestyle changes Sarah needs to make to manage her diabetes. (2)

4.3. Identify ONE social challenge Sarah faces at school and suggest a strategy to help her cope with it. (2)



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6

- Personal diet & nutrition (Factors that influence diet)
- Common diseases (TB, diabetes, epilepsy, obesity, anorexia, HIV/AIDS, covid-19, causes of diseases, treatment options, dealing with grief & trauma)
- Major religions in SA

50 Marks

11 Pages



Grade 7 History November Test

SECTION B: CO-OPERATION AND CONFLICT ON THE FRONTIERS OF THE CAPE COLONY IN THE EARLY 19TH CENTURY (35 MARKS)

QUESTION 4: SOURCE-BASED QUESTIONS

4. Review Source A below to answer the questions that follow:

Source A

The Lives of Inboekselings

As the Voortrekkers settled in new places and started farming, they needed people to work for them. Black people from the area were often forced to work on the Voortrekkers' farms in exchange for staying on the land and grazing their cattle.

However, there was not enough local labour to meet their needs so the farmers raided local communities and stole their children. They called these children 'black ivory' because they were so valuable. The Voortrekker farmers claimed that they were not stealing the children from their parents and that they were orphans. They also said that the children could not be called slaves because they were not buying or selling them. However, it is a known fact that they traded the children for goods or cattle.

By law, the farmers had to register (or book in) the children they brought back from the raids, with the magistrate of the district. These children were called 'inboekselings'. They had to work for the farmer that registered them until they were 25 years old.

'Inboekselings' had to do many different jobs: milking cows, herding sheep and cattle, leading ox wagons, and building dams, canals, kraals and houses. In return they were given food, clothes and a place to sleep.



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- Colonization of the Cape 17th - 18th centuries.
- Co-operation and conflict on the frontiers of the Cape colony in the early 19th century

QUESTION 5: ESSAY QUESTION

5. Read Source B below to answer the question that follows in the form of an essay:

Source B

Robert Moffat (1795-1883) at Kuruman

Robert Moffat, born in Scotland, was a Methodist who wanted to convert other people to Christianity. He came to southern Africa in 1817 when he was 21 years old. His wife Mary worked with him. Moffat worked among the Griqua and Tswana people. He and Mary settled in Kuruman, and built up a mission station there. Moffat translated the Bible into Setswana.

The mission station became important. Other missionaries started their work there. Important people from the Cape Colony also stayed there when they were in the area. The mission station had a church, houses, a school and other buildings. Moffat wrote down the language rules of Setswana. In 1831, he brought a printing press to Kuruman that he could print religious works in Setswana.

Moffat was skilled at carpentry, gardening, farming, printing and working with metals. He was a good negotiator and helped the Tswana people with some of their conflicts in the area. Moffat and his wife went back to Britain in 1870.



https://www.frontlinemissionsa.org/uploads/1/0/4/1/104153586/robert-moffat-pioneer-bible-translator-4_orig.jpg

5.1. Using the information from Source B, and your own knowledge, answer the following question in the form of an essay:

Discuss the role of Robert Moffat in the development of the mission station at Kuruman and his contribution to the spread of Christianity and education in Southern Africa. In your answer, explain the challenges he faced and how his work impacted both the local communities and future missionaries.

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6

SECTION A: COLONISATION OF 1

QUESTION 1

1. Match the Term in Column A with the letter in the grid below.

Column A (Term)	
1.1. Scurvy	a) Dutch East India Company
1.2. Jan van Riebeeck	b) Dutch farm
1.3. VOC	c) A disease
1.4. Trekboers	d) The year of settlement
1.5. 1652	e) The first year of settlement

1.1.	1.2.	1.3.	1.4.	1.5.

[5]

QUESTION 2: SHORT ANSWERS

2. Answer the following questions using full sentences:

2.1. Why did the Dutch East India Company (VOC) need to establish a halfway station at the Cape in 1652? (1)

2.2. Who were the Trekboers and what role did they play in the expansion of Dutch settlement at the Cape? (2)

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2

50 Marks
15 Pages



Grade 7 History Term 4 Test

QUESTION 2: COLUMN MATCH

2. Match the following individuals and groups with their roles or characteristics: write your answer in the boxes below.

COLUMN A	COLUMN B
2.1. Chief Magoma	a) Group of mixed descent and runaway slaves
2.2. Kora and Griqua	b) Xhosa leader who resisted British rule
2.3. British immigrants	c) Traded ivory, hides, and furs
2.4. Tswana people	d) Worked in Kuruman as a missionary
2.5. Robert Moffat	e) Settled in the eastern frontier of the Cape

21.	22.	23.	24.	25.
-----	-----	-----	-----	-----

[5]

QUESTION 3: FILL IN THE BLANKS

3. Fill in the missing words about colonisation of the Cape. Use the words in the word bank to help you.

Jan van Riebeeck Huguenots Xhosa 1798 indigenous Kora
Sorghum beer Eastern Viticulture Western 1836 Griqua Tswana

- 3.1. The Frontier Wars between the Xhosa and the British took place on the _____ frontier of European settlement. (I)
- 3.2. Chief Maqoma was born in the year _____. (I)
- 3.3. The abolition of slavery in the Cape Colony occurred in the year _____. (I)
- 3.4. _____ arrived at the Cape with 100 men and woman. (I)
- 3.5. The Tswana people traded ivory, hides, skins, and furs with the _____ and _____. (I)
- 3.6. Robert Moffat was a missionary who translated the Bible into the _____ language. (I)
- 3.7. The Xhosa loved drinking sour milk and _____. (I)
- 3.8. _____ is the process of making wine. (I)
- 3.9. The Dutch protestants offered the _____ a new home. (I)

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3

QUESTION 5: ESSAY

5. Discuss the role of missionaries and traders on the northern frontier of the Cape Colony. In your answer, focus on the influence of Robert Moffat at Kuruman and how trade relationships impacted the relationships between the European settlers and the indigenous people. (10)

Draft essay:

[illegible]

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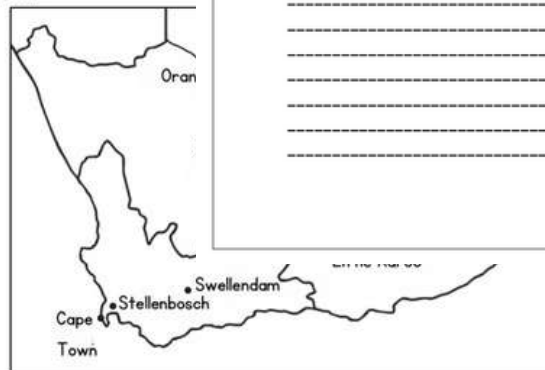
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- Co-operation and conflict on the frontiers of the Cape colony in the early 19th century
- The Eastern frontier of European settlement (Frontier wars, Chief Maqoma & Xhosa resistance to British rule, British immigration, Abolition of slavery in 1836)
- The Northern frontier of the European settlement (Expanding trade relationships, Kora and Griqua, missionaries and traders, Robert Moffat at Kuruman)

3.10. The Dutch ran into conflict v

QUE

4.1. On the map below, draw and label Cape Town.



2. Colour in the blocks of the groups of people who were involved in the Cape frontier wars. (1)

British	Portuguese	Xhosa	Khoi	Trekboers
---------	------------	-------	------	-----------

- 4.3. Explain the impact of British immigration on the eastern frontier of European settlement. (2)

- 4.4. Describe the role of Chief Magoma in the Xhosa resistance to British rule. (3)

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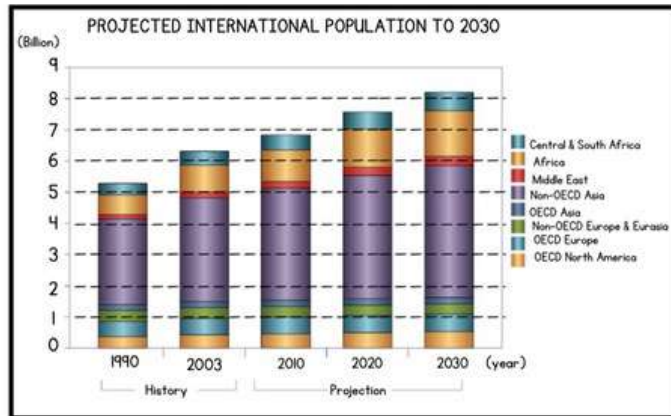
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50 Marks

11 Pages



Grade 7 Geography November Test



2.1 Describe the overall pattern of population growth shown on the graph. (2)

2.2 Why is understanding population projection important? (2)

2.3 How might improved healthcare and scientific developments have contributed to the population increase? (2)

[6]

3. Read the text below and answer the questions.

Addo Elephant National Park is in the Eastern Cape. Established in 1931, the park is home to a wide range of antelope species. As a result, the park encompasses diverse ecosystem environments.

The park is home to a wide range of antelope species. As a result, the park encompasses diverse ecosystem environments.

Conservation efforts at Addo ii



a) What was the primary purpose of establishing Addo Elephant National Park in 1931? (1)

b) List two types of ecosystems found within Addo Elephant National Park. (2)

c) Why is Addo Elephant National Park recognized as a UNESCO Biosphere Reserve? (1)

d) Describe two conservation efforts taking place in Addo Elephant National Park. (2)

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4

6

QUESTION 3

3. Match column B to column A and write the correct letter in the answer grid below.

COLUMN A	COLUMN B
3.1. Covid-19	a) Bleeding internally
3.2. Spanish Flu	b) I am because of who we are
3.3. Edward Jenner	c) Smallpox vaccine
3.4. Ubuntu	d) 1918-1919, worldwide pandemic
3.5. May 2020	e) Population reached 7.8 billion people
3.6. Populous	f) Full of people
	g) 2019 Pandemic

3.1.	3.2.	3.3.	3.4.	3.5.	3.6.
------	------	------	------	------	------

[6]

QUESTION 4

4. Answer the following.

4.1 When did the Spanish Flu pandemic occur? (1)

4.2 How did the Spanish Flu spread so rapidly across the world? (2)

4.3 Identify two similarities between the impact of the Spanish Flu and the COVID-19 pandemic. (2)

4.4 How has scientific development helped the world manage pandemics compared to the early 1900s? (2)

4.5 Identify one other factor, aside from illness, that can lead to a rapid decline in population. (1)

[8]

Population Growth & change:

(Population concepts, world population growth, developments that have affected population growth)

Natural resources & conservation in SA (Natural resources, management of resources, water in SA)

50 Marks

13 Pages

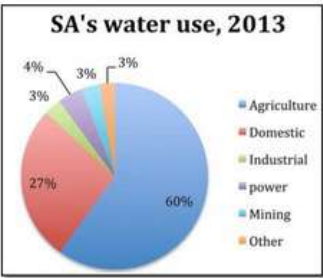


Grade 7 Geography Term 4 Test

SECTION B: WATER IN SOUTH AFRICA

QUESTION 3: WATER USAGE

3. Study the pie chart below and answer the questions that follow.



- 3.1 Which sector uses the most water in South Africa? (1)
- 3.2 What percentage of water is used by the domestic sector? (1)
- 3.3 Why do you think agriculture uses the most water? (2)
- 3.4 What might fall under the category 'other'? Give one example. (2)
- 3.5 Fill in the missing words. (3)
- a) South Africa uses more water for power than for _____.
- b) People use water in agriculture to water _____.
- c) Water is a _____ resource.
- 3.6 What is the difference between the highest percentage and the lowest percentage? Show working out. (10)

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3

- Natural resources
- Management of natural resources
- Water in South Africa
- Water usage
- Availability of water
- River health & care
- Catchment areas
- Conservation & eco-tourism

MEMORANDUM GR7 GEOGRAPHY TERM 4 TEST

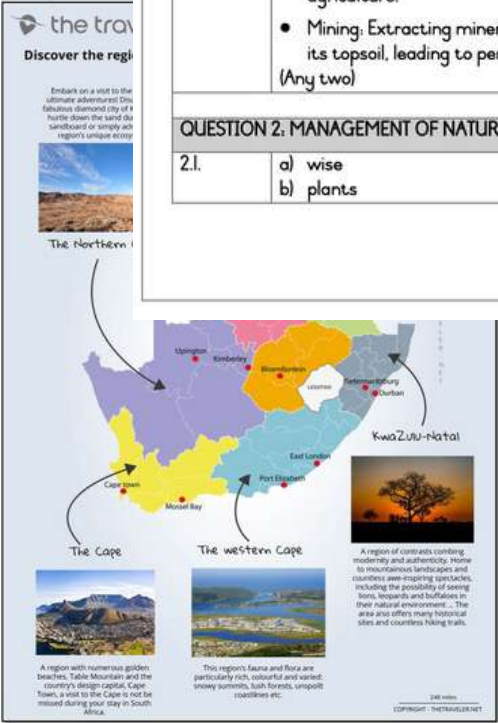
QUESTION	ANSWER	MARKS	LEARNER'S MARK
QUESTION 1: NATURAL RESOURCES			
1.1.	Natural resources are materials or substances that occur in nature and can be used for economic gain.	2	
1.2.	• Water (oceans, rivers, lakes) • Wind (Wind energy) • Soil (used for agriculture) • Minerals (coal, gold, iron) • Fossil fuels (oil, natural gas) • Wildlife (animals, fish) • Sunlight (solar energy) (Any three)	3	
1.3.	Water is considered a natural resource because it is essential for life, agriculture, and industry.	2	
1.4.	Soil is important because it supports plant life and is essential for agriculture.	1	
1.5.	• Over farming: Continuously planting crops without giving the soil time to recover depletes its nutrients. • Deforestation: Removing trees and plants leads to soil erosion, as there are no roots to hold the soil in place. • Overgrazing: Allowing livestock to graze excessively can strip the land of vegetation, leading to soil erosion and compaction. • Pollution: Using excessive amounts of pesticides, fertilizers, and chemicals can contaminate the soil, making it toxic and unfit for plant growth. • Urbanization: Building on fertile land covers the soil with concrete and asphalt, preventing it from being used for agriculture. • Mining: Extracting minerals and resources can strip the land of its topsoil, leading to permanent soil degradation. (Any two)	2	
		Total: _____/10	
QUESTION 2: MANAGEMENT OF NATURAL RESOURCES			
2.1.	a) wise b) plants	4	

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7

SECTION C

6. Use the image below to



<https://www.thetraveller.net/magazine/south-africa/map-south-africa-regions-1000.jpg>

- 6.1. What is eco-tourism? (1)

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5

50 Marks
11 Pages



Grade 7 Natural Science November Test

QUESTION 2

2. Complete the paragraph by filling in the missing words from the box. (8)

Renewable wind environmental water non-renewable
expensive coal used up

There are two types of energy: 2.1. _____ and 2.2. _____. Energy sources like 2.3. _____, gas and oil are called non-renewable energy sources because they will eventually be all 2.4. _____. These energy sources can create 2.5. _____ problems. Energy is also 2.6. _____, so we need to use it wisely. Renewable energy sources like 2.7. _____ energy and energy from falling 2.8. _____ will not be used up.

(8)

QUESTION 3

3. Match the terms in Column A with the correct description in Column B. Write your answer (letter a-e) in the grid below.

COLUMN A		COLUMN B		
3.1. Electrical energy		a) Energy from the sun		
3.2. Gravitational potential energy		b) Energy transferred through circuits		
3.3. Chemical potential energy		c) Energy stored due to height		
3.4. Solar energy		d) Energy stored in food, fuel, or batteries.		
3.5. Energy efficiency		e) The percentage of energy usefully transferred during and energy conversion		
3.1.	3.2.	3.3.	3.4.	3.5.



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- Sources of energy
- Potential & kinetic energy
- Heat transfer
- Insulation & energy saving
- Energy transfer to surroundings
- Relationship of the Sun to Earth
- Relationship of the Moon to Earth

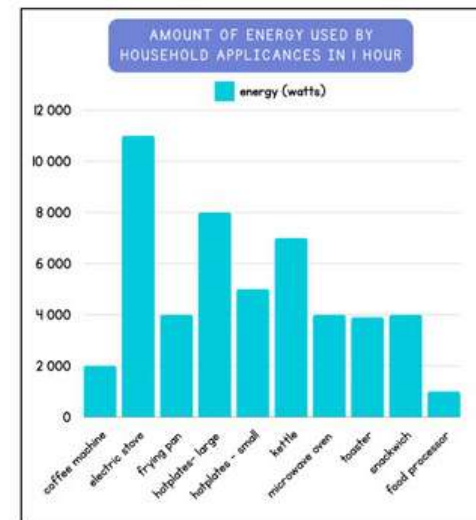
6.2. What will the mass be if you dished yourself two servings? (2)

6.3. How much protein would be in 5 servings of granola? (2)

6.4. What is the mass if the whole box of granola? (2)

6.5. You decide you want to have half a serving of granola. What is the energy content for the bowl of granola? (1)

6.6. Have a look at the chart below that shows you the amount of energy used by household appliances in 1 hour. Study the chart and answer the questions that follow.



a) Which three kitchen appliance uses the most energy in one hour? (3)

4. Answer the following questions.

4.1. Define energy transfer and

4.2. Explain the difference between energy transfer and energy conversion. Provide an example of each.

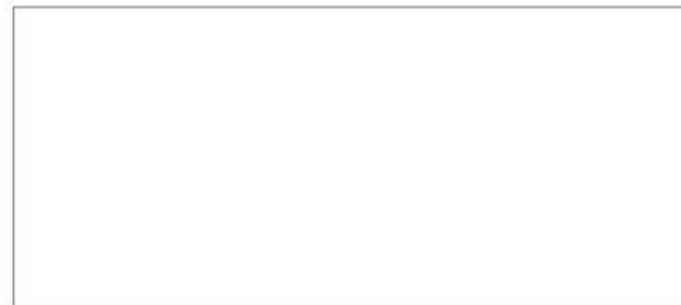
4.3. A light bulb is 75% energy efficient. How much energy is wasted as heat?

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6

QUESTION 5

5.1. Describe the process of energy transfer in a simple circuit. Draw a labelled diagram of a simple circuit including a battery, switch, light bulb, and wires. (4)



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4

80 Marks
14 Pages

Dm

Grade 7 Natural Science Term 4 Test

QUESTION 2: TRUE OR FALSE

2. Read each statement and say whether it is TRUE or FALSE. Tick the correct box.

2.1. Solar energy is essential for the survival of almost all living organisms on Earth. (1)

True False

2.2. The Earth's distance from the Sun changes drastically between seasons, causing the temperature variations. (1)

True False

2.3. Stored solar energy can be found in fossil fuels, which were formed from ancient plants. (1)

True False

2.4. The Moon's gravity has no impact on Earth's tides. (1)

True False

2.5. The relative position of the Sun, Earth, and Moon during a full moon can lead to higher tides known as spring tides. (1)

True False



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QUESTION 3: FILL

3. Complete the sentences below using only the missing word.

rotation, axis, gravity

3.1. The Earth spins on its _____.

3.2. The pull that keeps the Moon in orbit is _____.

3.3. The Earth moves around the Sun in a _____.

3.4. The Sun provides _____ that _____.

3.5. The Earth's _____ takes about _____.

QUESTION 4:

4. Answer the following questions.

4.1. Describe ONE way that solar energy is essential for life on Earth. (2)

4.2. Describe TWO main features of the earth. (2)

4.3. Describe ONE main feature of the sun and one main feature of the moon. (2)

4.4. Explain what causes day and night on Earth. (2)

4.5. Why do we always see the same side of the moon from Earth? (2)

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QUESTION 6: CASE STUDY

6. Read the passage below and answer the questions that follow.

The moon has been a central figure in various cultures and stories across the world for thousands of years. It has captivated people's imaginations and inspired countless myths, legends, and traditions. Often seen as a symbol of beauty, magic, and wonder, the moon holds a special place in the hearts of many. In Chinese culture, the Mid-Autumn Festival is a significant celebration where families come together to appreciate the moon at its brightest and roundest. This festival is not just about the moon's physical presence but also about unity, family, and reflection.



In other parts of the world, the moon's importance takes on different forms. Native American stories portray the moon as a guide and a source of wisdom, offering guidance through the cycles of life. The moon's changing phases have also sparked tales about transformation and renewal, reflecting the ever-changing nature of life itself.

These cultural stories and beliefs serve as a reminder of the deep connection we share with the moon. They highlight how the moon influences not just the natural world but also the human experience. Through these tales, we are reminded of the wonders of the universe and our place within it. The moon, with its steady presence and mysterious allure, continues to be a source of inspiration and awe in cultures around the globe.

5.1. Why is the moon important in cultures and stories? (1)

5.2. What is one cultural festival that celebrates the moon? (1)

5.3. How do families celebrate the Mid-Autumn Festival? (1)

5.4. What do the moon's changing phases inspire? (1)

5.5. How is the moon seen in Native American stories? (1)

5.6. What do stories and beliefs about the moon remind us of? (1)

(6)
TOTAL MARKS: 50

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7

- Relationship of the Sun to Earth
- Relationship of the Moon to Earth

50 Marks

11 Pages

Dm

Grade 7 Mathematics Term 4 Paper 1

2.8. Sarah shared $\frac{3}{4}$ of a pizza among her 3 friends equally. How much pizza did each friend get? (2)



QUESTION 3: EXPONENTS

3.1 Determine the following squares: (1)

a) $8^2 =$ _____

b) $11^2 =$ _____

3.2 Find the square root of $\sqrt{144} =$ (1)

3.3 Simplify using the laws of exponents: (2)

$2^4 \times 2^3$

3.4. Calculate: (4)

a) $(3^2)^3$

b) $4^3 \times 4^2$

3.5. A square garden has an area of 169 m^2 . What is the length of one side of the garden? (2)

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QUESTION 5: PATTERNS, FUNCTIONS AND RELATIONSHIPS

5.1. Study the pattern below and answer the questions that follow:

2, 5, 10, 17, 26, 37, 50, ...

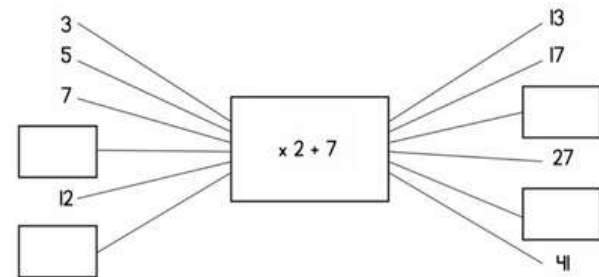
a) What is the pattern rule for how the numbers increase? (1)

b) What are the next two numbers in the sequence? (2)

c) Describe the rule for this pattern in your own words. (1)

5.2. Complete the flow diagrams: (2)

a)



b) (1)

x	1	2	3	4	6	n
y	2	4	8			

GRAND TOTAL: 50

QUESTION 2: COM

fractions in ascendin

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- Whole numbers
- Common fractions
- Exponents
- Integers
- Patterns, functions & relationships

8 12 4 10

2.2 Compare the following fractions using $>$, $<$, $=$: (1)

a) $\frac{2}{5}$ $\frac{3}{7}$

b) $\frac{7}{9}$ $\frac{5}{6}$

2.3. Simplify the following fractions: (1)

a) $\frac{48}{72}$

b) $\frac{125}{1000}$

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50 Marks

12 Pages



Grade 7 Mathematics Term 4 Paper 2

QUESTION 1: GEOMETRY

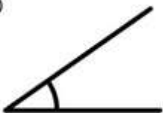
1.1. Name each of these angles.

(1)

a)

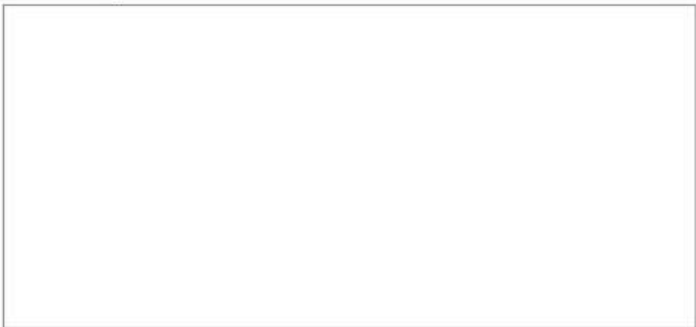


b)



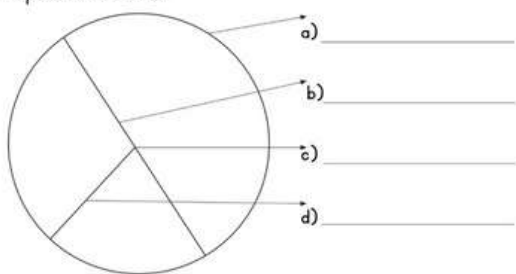
1.2. Construct parallel lines in the block below:

(3)



1.3. Name the parts of the circle:

(2)



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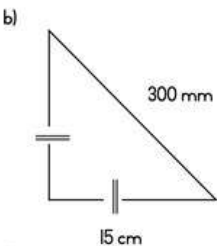
QUESTION 2: AREA

For the following questions
the area and perimeter

12 cm



Perimeter:



Perimeter:

Area:

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3.4. We are given a cubic box with all sides equal to 16 cm. We are then asked to pack as many cubic die with sides 1.2 cm in this box. In theory, how many die should fit into the box? Show all your calculations. (3)

(12)

QUESTION 4: DATA HANDLING

4.1. Organize the following data set using tally marks: 3, 4, 4, 5, 6, 3, 4, 5, 5, 6, 7. (2)

Number	Tally marks
3	
4	
5	
6	
7	

a) Calculate the mean, median, and mode of the following data set: 6, 8, 8, 10, 12. (3)

Mean:

Median:

Mode:

b) Identify the range of the following data set: 3, 7, 12, 19, 25. (1)

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- Geometry
- Area & perimeter of 2D shapes
- Volume
- Data Handling

50 Marks
13 Pages



Grade 7 EMS November Test

SECTION A: FINANCIAL LITERACY (50 MARKS)

QUESTION 1

1. Fill in the blanks with the correct banking service: (4)

Mortgage, Credit card, Internet banking, Fixed deposit

- 1.1. _____ is a type of online service that lets customers manage their bank accounts using a computer or phone.
- 1.2. A _____ is a loan specifically used to buy a house or property.
- 1.3. A _____ allows a person to borrow money up to a limit to pay for goods and services.
- 1.4. A _____ account locks away your money for a set time and earns more interest.

(4)

QUESTION 2

2. Answer the following: (2)

2.1. Name TWO reasons why people save money.

2.2. Choose the correct word from the box to complete the sentences:

medium of exchange, store of value, unit of account

- a) Money is a _____ because it can be used to trade goods and services.
- b) Money is a _____ because it can be saved and used later.
- c) Money is a _____ because it helps us measure the value of things.

2.3. Tick the TWO correct services offered by banks:

- ☐ Lending books
- ☐ Providing loans
- ☐ Accepting deposits

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SECTION B: ENTREPRENEURSHIP (25 MARKS)

QUESTION 3

3.1. Complete a Statement of Net Worth. Use the information below to assess if you are financially fit. Here is your information:

Property
Loan from uncle
furniture and equipment
Owing on credit cards
Value of cell phone
Clothing account
Vehicle
Money still owed on vehicle
Money still owed on property
Balance in savings account

R 3 250

Statement of Net Worth – Nov 2024

Assets		Liabilities	

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4

QUESTION 8

8. Match the following types of inputs with their correct description. Write your answer (letter a-e) in the grid below. (5)

Type of input	Description
8.1. Land	a) The human effort used in production
8.2. Labor	b) The natural resources used in production
8.3. Capital	c) The equipment and machinery used
8.4. Entrepreneurship	d) The materials used to create products
8.5. Raw materials	e) The innovation and risk-taking in starting and managing businesses

8.1.	8.2.	8.3.	8.4.	8.5.
------	------	------	------	------

(5)

QUESTION 9

9. Answer the following: (4)

9.1. Imagine you are starting a small fruit juice business.

a) List the three main inputs you will need to make your product.

b) Give one example of the final output.

a) Inputs:

b) Output:

9.2. Read the text below and then answer the questions: (4)

When a country produces more goods and services over time, it is seen as doing well economically. This often happens when businesses use their workers and machines more effectively.

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9

- Financial Literacy (50)
- Entrepreneurship (25)
- Economy (25)

100 Marks
15 Pages



Grade 7 EMS Term 4 Test

QUESTION 2

2. Circle True or False next to each statement.

2.1. Formal businesses are registered and pay tax. (1)

True False

2.2. Advertising aims to create interest and encourage people to buy products. (1)

True False

2.3. Fixed costs change based on how many products are made. (1)

True False

2.4. SMARTER goals help entrepreneurs plan better. (1)

True False

(4)

QUESTION 3

3. Match the concepts in Column A with their correct descriptions in Column B. Write only the letter (A–E) next to the number in Column A. (5)

Column A	Column B
1. Variable cost	A. A place where people trade without tax
2. Formal business	B. A cost that changes based on output
3. Informal business	C. Sells homemade products on the street
4. Manufacturing	D. Business registered with the government
5. Trading	E. Buying and selling of goods



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- The entrepreneur (Definition, characteristics, skills, buying & selling, making a profit)
- Starting a business (Formal & informal businesses, needs & wants, SWOT analysis, setting & achieving goals, advertising & principals of advertising)

QUESTION 5

5. Read the case study below and answer the questions that follow.

Lebo is a Grade 7 learner who loves preparing healthy meals. She often helps her family pack lunchboxes, and her friends always ask for her ideas.

One day, her teacher suggests she turn this passion into a business. Lebo decides to start a small lunchbox delivery service for learners and teachers at her school. She will prepare the lunchboxes at home and deliver them during break time. She wants to offer different meal options and use recyclable packaging. Her cousin will help her with deliveries using a bicycle.



She is excited but unsure what challenges she might face.

5.1. Conduct a SWOT analysis for Lebo's business idea. List two potential strengths, weaknesses, opportunities, and threats. (8)

Strengths	Weaknesses
Opportunities	Threats

5.2. How could Lebo reduce the risks from the threats and weaknesses you identified? (2)

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5

4. Answer the following questions

4.1. List any two characteristics

4.2. Explain the difference between

4.3. Define skilful buying.

4.4. What is the main goal of

4.5. Name two types of media used in advertising. (2)

(12)



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4

50 Marks
10 Pages



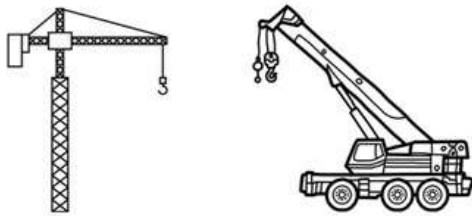
Grade 7 Technology November Test

QUESTION 4: CRANES, MAGNETISM & CIRCUITS

4. Answer the following questions.

4.1. Define what a crane is and its primary purpose. (2)

4.2. Have a look at the pictures below. Name the type of crane. (2)



a) _____

b) _____

4.3. What is the difference between the two cranes above? (2)

4.4. What is magnetism? (1)

4.5. Explain how magnets can attract and repel each other. (2)

4.6. True or false: A temporary magnet is a piece of magnetic material that retains or keeps its magnetism after it is removed from a magnetic field. (1)

True False

• Cranes

• Magnetism

• Simple electric circuits

• Design sketch

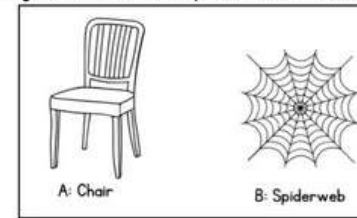
• 3D oblique drawing

• Emergency situations, emergency food, clothing worn by people in specialised occupations

• natural disasters

QUESTION 6: STRUCTURES

6. Study the following structures and complete the table that follows. (4)



	Chair	Spiderweb
Classification: Manmade/ Natural		
Type of structures: Frame/Shell		

(4)

QUESTION 7: CASE STUDY

7. Read the case study below and answer the questions that follow.

Natural disasters such as floods, earthquakes, and wildfires can cause widespread devastation, displacing people and destroying homes. In many parts of the world, these events create the urgent need for temporary shelters to provide safety and security to those affected. For example, in 2023, a massive flood in Mozambique destroyed hundreds of homes, forcing thousands of people to move to makeshift camps. The victims needed not only shelter but also basic necessities like food, clean water, and medical supplies.



Emergency shelters must be designed to meet specific requirements. They should be sturdy enough to withstand further environmental challenges, such as strong winds and rain. At the same time, they need to be easy to transport and assemble in different locations. Some shelters use local materials like wood, bamboo, or canvas, while others use prefabricated materials like plastic or aluminium.

Designers also consider health and safety factors when constructing shelters. Adequate ventilation is essential to prevent the spread of diseases, especially in

QUESTION 3: SKETCHING

3. Sketch a 2D drawing of your creativity and innovation.

Criteria	Possible marks	Marks obtained
An appropriate solution to the given problem.	1	
Accuracy (2D) one face	1	
Innovation and creativity	1	
The idea is drawn freehand. (ruler and other drawing instruments not used)	1	
Total	4	

(4)

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7

50 Marks

12 Pages



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4

Grade 7 Technology Term 4 Test

QUESTION 1: REFUGEES

1. Answer the following questions about emergency situations leading to refugees.
- 1.1 Name THREE situations that can result in people becoming refugees. (3)
- _____
- _____
- _____
- 1.2 Identify TWO initial problems typically faced by refugees when they arrive at a refugee camp. (2)
- _____
- _____
- 1.3 What are the key needs of refugees regarding shelter in a refugee camp? (3)
- _____
- _____
- _____
- 1.4 List TWO types of food that can be supplied to refugees in an emergency camp. (2)
- _____
- _____



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- Emergency situations, emergency food, clothing worn by people in specialized occupations
- Natural disasters

QUESTION 3: EMERGENCY WORKERS

2. Read the paragraph below and answer the questions.



The National Sea Rescue Institute (NSRI) provides emergency services along South Africa's coastlines. Rescue swimmers swim out to assist people in distress, while other volunteers help the victims once they have been brought back from the sea.

Rescue swimmers typically wear wetsuits, which are usually made from neoprene. Neoprene is a synthetic rubber that remains flexible and elastic, even in very cold temperatures, allowing the rescuer to move as freely as possible while swimming to save someone.

To improve neoprene's heat insulation, it undergoes a foaming process, where tiny gas bubbles are infused into the material, giving it a slightly spongy feel between the rescuer's skin and the cold water.

Rescue workers and doctors on the rescue boat also require protection from the cold and windy conditions at sea. As a result, NSRI team members wear clothing that is wind- and water-resistant while providing warmth. Their anoraks and trousers typically feature an outer layer made from a wind- and water-resistant fabric, with an inner layer made from thick-weave cotton or poly-cotton to keep them warm.

- 3.1. What textile is used to make wetsuits? (1)
- _____
- 3.2. How is the textile mentioned in 3.1. processed, in order to make it a better insulator of heat? (2)
- _____
- _____

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4

QUESTION 4: DESIGN SKILLS/EMERGENCY SHELTER

4. Designing an Emergency Shelter (10)

- 4.1. Use a grey pencil to draw the following:

- Draw a sketch of an emergency shelter,
- Add colour
- Label the sketch
- Include all the materials and tools, showing what your temporary make-shift shelter will be made of.

Scenario:

A severe flood has struck a rural area in KwaZulu-Natal, displacing hundreds of families from their homes. Emergency shelters are urgently needed to provide temporary housing for the disaster victims.

The emergency shelter must be portable, allowing it to be easily transported to the affected area. Volunteers should be able to set it up with minimal equipment, as

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5

50 Marks
11 Pages

